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ABSTRACT

General objectives for intermediate level educable retardates are stated; a unit on home and family is provided along with a first day lesson plan and daily schedule. Over 100 pages of the guide list behavioral objectives arranged in terms of general objectives and specify terminal behavior, communicative and functional skills, suggested methodology, and materials. (JD)

ED0 39663

CURRICULUM GUIDE

FOR TEACHERS OF

WORK DRAFT

EDUCABLE
MENTALLY
RETARDED

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
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Summer, 1969

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ACKNOWLEDGEMENTS

This curriculum outline was developed in an eight week summer workship in 1969. The members of the committee who formulated the guide were:

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PREFACE

The increase in numbers of children being identified and classified as Educable Mentally Retarded has established the need for a program for these children which will provide a long range developmental sequence of skills and knowledge that will prepare them for the real world. We are faced with the obligation of developing a program that will successfully carry them from the first through the twelfth grades and into their vocational and social life. We need to prepare these children in four areas of adequacy; Personal, Social, Academic, and Vocational.

It was our aim to establish a curriculum development set-up in a fashion which would allow for change as time and experience warrant. Teachers in the field are often the best sources of methodology and materials. We hope you will contribute your ideas to this work.

Your envolvement in the development of this curriculum is highly sought. We have established the form which is to be followed, that is, stating the objectives in behavioral terms. This in itself has proven to be an invaluable lesson for us. Behavioral objectives strive to present in a simple, clear, and readily understandable terms the specific objective the student should be able to reach somewhere in his learning continuum. Since behavioral objectives lend themselve quite easily to the academic areas of learning, this presented no problem. The social skills, however, are often difficult to present so as to meet the criteria for behavioral objectives. In some instances, we have placed social skills in terminal behavior. Terminal behavior is defined as that behavior which is a logical outgrowth and culmination of previous objectives.

You will find that much of our methodology is relevant to the objective, but you will also find that you have some ideas which better serve the objective. Our methods are suggested; your are sought by us to increase the functioning of all teachers. More and more, we are realizing the validity of the statement that all children are individuals. Methodology needs to change with the individual child, class, and teacher. The more methods we have, the better we can implement these objectives.

Materials are also presented, but again in a relatively brief outlined manner. You again are the individuals who produce and recognize usable materials. Please share these with others. It is part of your responsibility toward all children to share ideas and materials with others in the field.

We have establised the ground work for this guide, We have set up a continuum for development. We have established behavioral objectives as our method of presentation. This has been no small task. We now need your cooperation and knowledge. The students who are seeking guidance and help from all of us are in need of your help.

THE 1969 WRITING COMMITTEE

PHILOSOPHY OF EDUCATION

WE BELIEVE

THAT the guardianship of public education is a trust and an obligation. That the goals of education are fundamentally the goals of a democracy and an introduction into the workings of a republic. In a deeper sense by affording full recognition to our republic we are acknowledging the duty, discipline, and responsibility demanded of all citizens.

THAT members of the Board of Public Instruction are elected representatives of the people to whom the schools belong.

THAT the Board of Public Instruction is a policy-making body responsible for financing quality education, evaluating the total school program, and communicating with their sovereign peers--namely, the people.

THAT the Superintendent and his staff are the executive officers of this school system and their responsibility is to make recommendations to the Board of Public Instruction and carry out Board policy.

THAT we are living in an ever-changing world and that education must be subject to change to meet the challenges of today and tommorrow.

THAT the quality of education in our school system is directly related to the quality of our teachers and to the financial support of the people.

THAT teaching is a profession and that our teachers, accordingly, should be dealt with as professionals and the proper environment shojld be provided in our system so that the talents of our teachers may be fully realized.

THAT noninstructional personnel are a vital part of our total school program and that their services should be rewarded commensurate with their abilities.

THAT an active and purposeful school program must be directed toward the common needs of all youth regardless of race, religion, or socioeconomic status and that we recognize and must consider the unique differences and needs of each individual.

THAT pupils are the most important resource in our school system and that we have a definite responsibility to make available to them opportunities to develop the skills, habits, attitudes and character traits essential to rich personal living which will enable a sound choice of and effective participation in a vocation, a concept of human relationships based on mutual recognition of common interests and produce responsible, contributing citizens.

THAT education is a local function, a state responsibility, and a national concern.

PURPOSE

In Palm Beach County it is the purpose of the Board of Public Instruction to understand and provide for the needs of every child. In order to provide continuous teaching of the basic skills and tools of learning, we will make available a wide range of learning experiences.

By so doing, we will stimulate the intellectual curiosity, promote the intellectual inquiry, and develop rational powers and analytical thinking to effect continuous learning on the part of every boy and girl throughout his lifetime.

We will provide for children according to their varying needs, interests, abilities and levels of learning capacities.

By cooperating with the home, church, and other community agencies, we will do our best to develop each child to his ultimate physical, social, moral, spiritual and mental potential.

We herein dedicate our efforts to develop citizens who are effective in a democratic society as embodied under our republican form of government and in our American way of life.

INTRODUCTION INTERMEDIATE LEVEL

The educable mentally retarded pupils in this group are from ten to thirteen years of age and have mental ages between five and eight. The objectives for intermediate level are an extension of the objectives outlined for the primary level. The same objectives are applicable to this group with some change in emphasis plus the addition of experiences with which they can cope. The pupils still need work at their own levels; they need variety and a change of pace in order to sustain interest, and they must proceed only at the pace at which each child is ready for new learning.

In the Intermediate class the pupil (1) learns the tool subjects of reading, writing, and arithmetic; (2) adjusts to and learns about his physical environment (the community, the state, the nation); (3) learns about his social environment (people, customs, and institutions); and (4) learns about himself, his drives, desires and aspirations. Since many of the most rewarding experiences of life come through first-hand knowledge of the world in which one lives, the objectives of the intermediate level in this guide are geared to provide every opportunity to observe, explore, experiment, and discover the natural resources in the student's immediate environment.

INTERMEDIATE LEVEL

GENERAL BEHAVIORAL OBJECTIVES

A pupil who has completed the Intermediate Level should exhibit the following:

1. The pupil is aware of his ability to succeed through self-actuation and self-realization.
2. The pupil should demonstrate good grooming habits and personal appearance.
3. The pupil should demonstrate an awareness and use of good health and safety habits.
4. The pupil should show an awareness of his body's changing physical needs.
5. The pupil should establish acceptable behavior responses to his environment through habit and understanding.
6. The pupil should exhibit an awareness of the physical tools necessary to his environment.
7. The pupil should exhibit increased realization of the importance of individual roles in a given environment.
8. The pupil should demonstrate improvement in the development of social skills.
9. The pupil should exhibit competency in listening skills.
10. The pupil should be able to use basic academic skills within the performance level.
11. The pupil should improve his means of self-expression.
12. The pupil should show an awareness of the responsibilities and benefits of citizenship.
13. The pupil should demonstrate an increased interest in a variety of leisure time activities.
14. The pupil should demonstrate, through exploration, a positive attitude toward the value of all vocations.

INTERMEDIATE UNIT

HOME AND FAMILY

I. PURPOSE

This unit is organized to provide experiences and activities to help E. M. R. pupils become worthy members of their families, contributing their share toward making the home a wholesome, satisfying center for their own lives and for the lives of other members of the family.

INTERMEDIATE UNIT

HOME AND FAMILY

II. Objectives

A. General

1. The pupil will show an awareness of the position each member plays in the family.
2. The pupil is aware of the work and efforts of his parents, as they provide the necessary comforts of the home.
3. The pupil will demonstrate evidence of pride for his home and family.
4. The pupil will exhibit increased realization of the importance of the family working together for harmonious living.

B. Behavioral

1. Given a set of pictures of family members, the pupil will identify his family and give their names.
2. Given a list of the various activities carried on in the home, the pupil will identify the member of the family who assumes the responsibility of each activity (cooking meals, making beds, washing dishes, mowing the grass, putting away toys and clothes, fixing the car).
3. Given a set of different types of homes, the pupil identifies this type of home and explains what he does to care for it.
4. Given a sheet of drawing paper, the pupil will draw at least four pictures of leisure time activities in which families can participate.
5. Given a list that contains some rules that apply to family, and some that apply only to a pupil in his school, the pupil classifies the rules under the appropriate headings.
6. Given a set of pictures pertaining to safety at home, the pupil classifies them under the two headings "safe" and "unsafe" according to the following rules:
   a. Walk up and down stairways, holding the banister if necessary and walking on the right side of the steps.
   b. Play with matches.
   c. Take medicine only after parents have checked the label.
   d. Run while carrying sharp or pointed articles.

e. Keep the basement and garage free of flammable materials.
f. Toys should be left on the floor.
g. Become familiar with the sign that identifies poisons.
h. Use cleaning supplies carefully.
i. Play with plastic bags.
j. Handle hot foods cautiously.

7. Given a set of paper cut-out pictures of furniture in the home, the pupil arranges the pictures like the arrangment of his home on a diagram of the home floor plan.
8. Given the opportunity, the pupil will write and state orally his address and phone number.

III. Approach

A. The home is the most familiar surrounding that each child knows. Each child tells incidents that happen at home. Such discussions lead to a desire to learn more about their homes.
B. Pictures concerning home life and family activities are discussed and arranged on bulletin boards.
C. Books and stories with pictures are read and arranged on a library table. Children are free to examine and discuss books.

IV. Teacher-Pupil Planning

A. The teacher and pupils work together planning activities which satisfy the children's questions about--

1. The ways we can help at home
2. What kind of work our parents do
3. What kind of house we live in
4. What we can do to have fun in our family

B. Group activities are discussed and children decide which group they wish to work with.

V. Skills to be Developed

A. Art Booklets which contain the following creative work:

1. Drawings of homes
2. Drawings of each member of the family

B. Working with the group on a mural using colored chalk or other media
C. Using blocks and cardboard to construct a house
D. Constructing simple hand and stick puppets to illustrate members of family
E. Cutting and pasting (Use of magazine pictures)
F. Language

1. Talking before the group while sharing his family experiences.
2. Reading stories from books and magazines concerning family.
3. Writing and reading experience stories.
4. Writing invitiations to parents and other rooms to visit class.
5. Sharing stories, construction work, and pictures by inviting other classes or parents to visit class.
6. Discussing and observing good behavior when on excursions.
7. Listing appropriate books and magazines to have in the home.
8. Vocabulary enrichment and spelling.

    a. Recognize and know meaning of many words and terms.
    b. Learn to spell, write and use in sentences the words: mother, daddy, father, brother, sister, mom, pop, aunt, uncle, telephone number, house, home, small, big, large, build, block, visit, welcome, money, work, food, and clothing.

G. Arithmetic

1. Learn the number of members in family
2. Learn the house number and the phone number
3. Learn terms such as:
    largest-smallest
    middle-end
    tallest-shortest
    oldest-youngest
4. Use a ruler to measure inches and half-inches in construction of home and furniture.
5. Step off the distance from home to school.
6. Develop a general idea of how carpenters use number facts in building.

H. Health and Safety

1. Learn to work carefully with materials in the room
2. Observe safety rules when on an excursion

3. Discuss the need for clean homes.
4. Discuss the need for shelter.
5. Discuss pictures and stories of safety when playing and sharing together.

I. Music and Rhythm

1. Listening to records, TV, and radio as part of family activity.
2. Learn song, "Did You Ever See a Lassie" (RCA Victor record)
3. Listening to and imitating the rhythm of a saw and a hammer.

J. Science

1. Observe the different types of material used in construction of home.
2. Discuss how the weather affects our choice of family fun and list activities for each season.
3. List, collect pictures, and discuss the use of modern conveniences in home.

VI. Activities

A. Home

1. Each child is given the opportunity to tell what his home means to him.
2. Draw or paint a picture of his home.
3. Make a cardboard house or build a block house. Make play furniture. Use dolls or puppets to show the purpose of each room in the house. Label the rooms.
4. Draw or collect pictures of the many kinds of materials used to build our homes.
5. Visit a house under construction.
6. Discuss why we need shelter.
7. Draw a mural showing homes of long ago and of today.
8. Learn address and phone number.
9. Show filmstrips, "At Home" and "Good Manners at Home".

B. Members of the Family

1. Each student draw a picture of his family. List each by name; such as, mother, father, brother, sister, or others living in his home (often grandparents).
2. Discuss our other relatives-grandmother, grandfather, aunt, uncle, cousin.
3. Students bring photographs of their family to share with the class.
4. Make a cover for a family photograph album.

C. Responsibilities of Each Family Member

1. Father

   a. Each student tells how his father and mother earn money
   b. Discuss why we must work. Why must we have money? (food, clothing, houses, doctor, rent, car, gas)
   c. Students draw pictures showing fathers (or mothers) at work. Students or the teacher writes the story under the picture. Combine stories to make a book.
   d. Ask parents to visit the class and explain their work and how they help others.
   e. Collect magazine pictures showing how fathers help in the home -- such as mowing the lawn, painting, helping care for children, fixing screens, repairing tpys.

2. Mother

   a. Children tell what their mother does if she works outside the home and who takes care of them while parents are working.
   b. Make a collection of magazine pictures showing what a mother does to make a house a happy home.
   c. Game of pretend--one student dramatizes some home activity; others guess the activity.
   d. List all the things we know that mother does to help us.

3. Children

   a. Discuss ways in which children can help in the home --caring for smaller children, setting the table, running errands, picking up toys, hanging up clothes.
   b. Form a "Good Deed Club" children can belong to by doing a good deed each day.
   c. Discuss ways to earn spending money (mowing lawns, delivering papers, baby sitting).

D. Family Activities and Recreation

1. Children discuss how their family has fun. Draw pictures and write stories to show the favorite family activity (picnic, playing ball, zoo).
2. List places where the family can go together as a group (church, show, trips, vacation).

3. Discuss activities children in the family enjoy (reading, outdoor play, games, TV)
4. Display pictures or examples of hobbies or family sports (golf, bridge, sewing, bowling)
5. Make a map of recreational areas in the community

VII. Culmination

A. Open house for parents or other classes to see materials on display.
B. Art exhibit of drawing.
C. Dramatization of family activities in the home.
D. Two children act as host and hostess in play home and give a small party.

VIII. Evaluation

The unit of study provides many purposeful activities. The children develop a sense of feeling for the need of cooperation within the family. A greater sense of pride in the home and family is developed. Children have a better understanding of the need for money and the work of the parents. The unit is a success if the goals set up by the students have been reached and the questions of the pupils have been answered to their satisfaction.

INTERMEDIATE

UNIT: THE HOME AND FAMILY MATERIALS

BOOKS

Basic Social Studies Discussion Pictures, Harper and Row.

Guiding Growth in Handwriting, Zaner-Bloser Co.

In Your Familyby Margaret W. Hudson and Ann A. Weaver, pp. 1+2, 16-18.

Living in Our Time Series, Allyn and Bacon, Inc.

Making Music Your Own by Tandeck, Crook, and Youngberg.

More About Numbers by Merton and Bruechner, John E. Winston, Co.

Preparing for Art by June King McFee.

RECORD

#64 (County Curriculum Library), "The Best of Burl's for Boys and Girls"

FILMSTRIPS

FS 0144, "At Home"

FS 98, "Good Manners at Home"

MISCELLANEOUS

Protective Vocabulary (Exceptional Child Curriculum Library)

Dolch's Word List and Spelling List

Experience Chart

Library books

Pictures of family activity

Newspaper reports of home accident

Paper

Sticks

Paper

Staplers

Crayons

Scissors

SUGGESTED DAILY SCHEDULE
INTERMEDIATE
8:30-3:00

8:30	Flag Salute Devotional
8:35-8:45	Attendance Check Collecting Lunch Money Health Check
8:45-9:15	Pupil-Teacher Planning Sharing Time
9:15-10:00	Group Work Language Arts Spelling Writing
10:00-10:15	Rest
10:15-11:15	Language Arts Reading
11:15-11:30	Prepare for Lunch
11:30-12:00	Lunch
12:00-12:15	Quiet Classroom Period Rest and Music
12:15-1:00	Arithmetic
1:00-1:30	Physical Education
1:30-2:15	Social Studies Science
2:15-2:45	Arts & Craft
2:45-3:00	Pupil-Teacher Evaluation
3:00	Dismissal

INTERMEDIATE LEVEL

SUGGESTED TYPICAL DAILY LESSON PLAN

(Prepared for the first day of working on Unit "Home and Family.")

LESSON I.

I. DEVELOPMENT or MOTIVATING ACTIVITY

A. Recognize each child as an individual. Discuss behavior and proper manners in a classroom or group situation. Since the home is the most familiar surrounding that child knows, permit pupils to relate incidents that happened at home. Such discussions lead pupils to a desire to learn more about their homes. Arrange pictures of family activity concerning home on the bulletin board. Place on the library table books about the home and family. Children are free to examine and discuss the books.

II. OBJECTIVES

A. Teacher may use all objectives as they have been outlined in the unit (Home and Family) and the Behavioral Objectives as indicated and as they best fit in the unit.

III. PLAN AS DEVELOPED FOR SUBJECT AREAS AS SCHEDULED DURING THE FIRST DAY

8:45-9:15 Pupil-Teacher Planning (sharing time)

A. The teacher and pupils work together planning activities which satisfy the children's questions about

Behavioral
Objectives
1 and 2

1. The ways we can help at home.
2. What kind of work our parents do.
3. The kind of houses we live in.

B. Group activity is discussed and the children decide in which group they will participate.

9:15 - 10:00 Activity
- Group Work
- Language Arts
- Oral-Communication
- Spelling
- Writing

Oral-Language

1. Talking before the group-sharing his family experiences
2. What is a Family?

Word List

Mother
father
sister
brother
baby
aunt
nephew
husband
wife
cousins
parents

3. Explain various family relationships in terms of individual students.

Role-playing and dramatizations are useful.

Mother
father
baby
sister
brother

Spelling should be based on words used in connection with the child's home and family. Word lists should be different depending on the child's abilities.

Spelling and Writing

Pupils will learn to spell and write and use in sentences many words.

Mother
father
pop
mom
house
home
small
big
food
brother
baby

10:00-10:15 Rest Period

Pupils will relax by putting their heads on their desks and attending to their personal needs, also.

1. water
2. toilet

10:15-11:15 Language Arts

Reading

1. Teacher may read aloud a story entitled "In Your Family."

2. "Learning About Our Families"

Writing and Reading Experience Charts

(Teacher will read stories and write on chalkboard as pupils dictate what should be written.)

Teacher will write on experience chart stories dictated. Pupils will read story next day.

11:15-11:30 Prepare for Lunch (Lecture: Table Manners)

11:30-12:00 Lunch (Cafeteria)

12:00-12:15 Quiet classroom period.

Pupils will rest their heads and listen to a recording entitled "The Best of Burl's for Boys and Girls."

12:15-1:00 Arithmetic

Activity begins with pupil counting.
1. Pupil will write the number names from one through ten (1-10).
2. Draw objects to match number names.

1:00-1:30 Physical Education

Outdoor game
Softball

1:30-2:15 Social Studies

Show a filmstrip No. FS0144, entitled, "At Home." The pupil will identify the members of the family who assume the responsibility of each activity.

Or Science: Health & Safety

Set up a bulletin board display of home accident reports from newspapers. The class can discuss how these accidents might have been prevented.

Discussion:
1. Learning to work carefully with materials in the room.
2. Observing safety rules in handling classroom materials
    a. scissors, pencils, etc.

2:45 **Teacher-Pupil Evaluation**

The teacher will have a short review of the activities of the day.

Review:

ex. a. What songs did we sing today?
b. Count orally from one to ten.
c. Name the members of your family.
d. Name ways that we can prevent accidents in the home.

3:00 **Dismissal**

INTERMEDIATE LEVEL
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1. **GENERAL OBJECTIVE:** THE PUPIL IS AWARE OF HIS ABILITY TO SUCCEED THROUGH SELF-ACTUATION AND SELF-REALIZATION.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When given a choice of simple tasks within his ability level, the pupil will select one task and follow it to completion.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills	LANGUAGE ARTS	The main concept is the right of choice.	Refer to previously stated materials.
Academic Skills Language Development	1. Reading for information, direction, comprehension	Those academic areas in which the child is presently working, are the best source of materials and methods for expressing this objective.	The basic academic subject materials on the students level.
Conceptual Skills	2. Oral communication	Read in the Social Studies textbooks regarding those workers in the community. Student presentation of other important workers.	Prepared shop materials requiring little ability to assemble.
	SOCIAL STUDIES	Class discussion of a variety of jobs and the responsibility of each.	A basic home economics, either in cooperation with main home economics class or set up within the special classroom. The program materials such as hot plate, basic utensils, etc.
	1. Variety of important community workers	Role-playing involving good and poor study habits.	
	2. Responsibility of individual workers	Contract system for individual assignments. (The student is given a list of assignments for the day. This constitutes the contract. Beside each job is a point value to be given on satisfactory completion of the task. Points are awarded at the end of the week. The student may use these points for a variety of rewards.)	
	3. Value of independent working and thinking		
	RELATED AREAS		
	ARITHMETIC		
	SCIENCE		

SIMPLE TASKS

INTERMEDIATE

1. **GENERAL OBJECTIVE:** THE PUPIL IS AWARE OF HIS ABILITY TO SUCCEED THROUGH SELF-ACTUATION AND SELF-REALIZATION.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given specific task to accomplish, the pupil will respond in positive terms in regard to his desire to try the task.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Self-acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity Academic Skills 1. Perceptual-motor skills 2. Purposeful listening 3. Auditory-acuity 4. Auditory-decoding	LANGUAGE ARTS 1. Oral communication 2. Written communication 3. Reading for directions 4. Reading for comprehension SOCIAL STUDIES 1. Value of effort 2. Study habits for all tasks 3. Cooperation **RELATED AREAS** ARITHMETIC SPELLING SCIENCE	1. The student is presented with a series of tasks well within his ability level. These are presented in a manner to indicate that they are harder than they seem. Once the child accomplishes these tasks, he should begin to feel that he needs to try the work to find out how difficult they really are. 2. Using those subject areas the student is working in as a basis, the teacher can develop tasks involving their manipulation. Each should get progressively more difficult, yet within the student's range of ability or potential. 3. Given tasks outside of academics involving manual skills, the student will again try them to determine difficulty. The teacher should keep these tasks very simple even for the more advanced students (if these students have yet to reflect the objective).	Refer to previously stated materials. Academic program material Basic work tasks designed by the students and teacher (shop personnel should be called on to help make some of the pre-cut materials). A check list for each student indicating the number of times he said he could or couldn't in reply to a direction.

1. **GENERAL OBJECTIVE:** THE PUPIL IS AWARE OF HIS ABILITY TO SUCCEED THROUGH SELF-ACTUATION AND SELF-REALIZATION.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When given the opportunity, the pupil volunteers for special task assignments after determining what the job calls for.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Anticipatory response 2. Value judgments 3. Social maturity	LANGUAGE ARTS 1. Listening for directions and information 2. Speech patterns used in asking and answering	Teacher presents a list of tasks to be undertaken in the room and on campus. Students volunteer for these tasks after listening to their job descriptions. English: Present basic speech patterns to be used in class regarding acquiring positions.	Lists of jobs available in the school. Lists of jobs available in the classroom. Oral language charts Written language charts
Academic Skills Language Development Conceptual Skills	3. Written communication 4. Research methods 5. Creative writing	Present and discuss the means of finding information: a. alphabetical order b. numerical order c. index d. table of contents e. dictionaries f. cross reference Role-playing involving volunteering and investigation. The students and the teacher construct the plots for these settings.	Overhead projector and transparencies. Teacher will use these to present resource and research methods. Role-playing situations as created by class and teacher.
	SOCIAL STUDIES 1. Job opportunities available on campus and in the classroom to eager students 2. Importance of a job well done	Social Studies: Discuss workers not mentioned in textbooks but important to the community. (garbage collectors, brick layers, etc.)	Duplicated sheets of information to be used in discussions. These should include basic vocabulary for the area with space provided for additional information.

1. **GENERAL OBJECTIVE:** THE PUPIL IS AWARE OF HIS ABILITY TO SUCCEED THROUGH SELF-ACTUATION AND SELF-REALIZATION.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: After having been taught an academic or motor skill, the pupil should be able to work by himself only asking the teacher for help when it is actually needed.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Self-acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity Academic Skills 1. Perceptual-motor skills 2. Purposeful listening 3. Observing 4. Recall Language Development Conceptual Skills 1. Number concepts 2. Arithmetic processes	LANGUAGE ARTS 1. Reading for information 2. Reading for directions 3. Reading for comprehension 4. Written communication 5. Oral communication 6. Listening ARITHMETIC Academic skills on individual level SCIENCE 1. Approach to investigations 2. Simple experiments (involving single	Teacher presents orally a brief series of details. The students are then called upon to restate the details. Then the students are to be given reading work on their reading level and must find just the details asked for by the teacher. The teacher will then ask questions regarding the reading. Most of the work is given orally. Assignments are to be given in contract form. New contracts issued on successful completion of old (contracts explained in objective #12). Teacher must give assistance as quickly as possible when called upon, even if only to recognize the student asking. All work is to be explained in detail before the students begin on any assignment.	Refer to previously stated materials. Posters made by the teacher listing the good work habit sought by employers. Stress individual work habits. Textbooks and workbooks on the students individual work level in all subjects. Pictures not found in textbooks of a variety of community workers.

1. **GENERAL OBJECTIVE:** THE PUPIL IS AWARE OF HIS ABILITY TO SUCCEED THROUGH SELF-ACTUATION AND SELF-REALIZATION.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: After having been taught an academic or motor skill, the pupil should be able to work by himself only asking the teacher for help when it is actually needed.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Conceptual Skills (con't.) 3. Arithmetic reasoning	SCIENCE (con't.) operation and observation)		
4. General information	SOCIAL STUDIES		
5. Classification	1. Community workers singularly employed		
6. Comprehension			
	2. Value of individual work		
	3. Value of cooperative effort, when required		

2. GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE GOOD GROOMING HABITS AND PERSONAL APPEARANCE.

BEHAVIORAL OBJECTIVE: Given a series of pictures of well groomed individuals versus those not well groomed, the pupil will pick out the well groomed individuals upon request.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity	ALL SUBJECT AREAS INCLUDING HEALTH	Give the pupils opportunities to wash their hands whenever they are soiled. Allow the students to comb their hair and wash their hands before going to lunch. Provide mirror in classroom or toilet room. Give pupils opportunities to sew on buttons and make any other clothing repairs necessary. Teacher shows approval by praising pupils exhibiting good grooming habits and neat personal appearance. Teacher's ingenuity.	Refer to previously stated materials. "Citizenship, Safety, and Health", FS 5f* "Body Image, Time, and Environment", Record 57* Films and filmstrips on good grooming and health habits may be obtained from Palm Beach County Audio-Visual Center. Teacher's or pupil's collections of magazine pictures on good grooming and health habits. *Exceptional Child Curriculum Library

2. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE GOOD GROOMING HABITS AND PERSONAL APPEARANCE.

BEHAVIORAL OBJECTIVE: Given a set of pictures demonstrating good and poor reading conditions (posture, lighting, position of book), the pupil identifies the one that shows proper conditions. If pictures are not available, the situation may be dramatized by pupils.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity	ALL SUBJECT AREAS INCLUDING READING	Discuss proper lighting conditions. Discuss various types of proper and improper reading postures. Have several pupils demonstrate each type of posture. Instruct the pupils to bring in magazine pictures depicting the above situations. Use these pictures as an assessment for the BEHAVIORAL OBJECTIVE.	Refer to previously stated materials. Teacher's and pupil's collection of magazine pictures illustrating proper and improper lighting, and reading postures.

2. GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE GOOD GROOMING HABITS AND PERSONAL APPEARANCE.

BEHAVIORAL OBJECTIVE: Given a list of ten foods which include five foods that belong to the basic daily requirements (milk products, meat and eggs, fruit and vegetables, bread and cereals) and given a set of dittoed pictures demonstrating good and poor posture in standing and sitting positions, the student will (1) underline the five foods that are required for body growth and physical stamina (2) identify the proper posture for standing and sitting.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity	HEALTH	Given opportunities to study the relationship between nutrition and body growth and other daily physical health needs, the pupil should be able to maintain better physical stamina. List and discuss daily physical health needs: a. Daily food requirements b. Practicing correct posture c. Practicing proper breathing d. Balancing day's schedule with work, play, and relaxation e. Emphasizing necessity for clean clothing f. Caring for ears, eyes, nose, throat, and mouth g. Studying water supply and water systems h. Studying the need for health services, doctor, dentist	Health for All, Grade 2, Bauer and others. Closed Circuit TV Programs, Palm Beach County Teacher's and pupil's collection of pictures of good nutritional food, good posture, and health habits.

2. GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE GOOD GROOMING HABITS AND PERSONAL APPEARANCE.

BEHAVIORAL OBJECTIVE: Given a list of 5 common diseases and a list of 5 unhealthy personal habits, the pupil will match at least four out of the five diseases with the unhealthy habit that might have caused the disease. Examples: Diseases - Sties on eyes, sore throat, chicken pox, typhoid fever, malaria. Unhealthy habits - Lack of proper vaccination, unclean drinking water, improper ventilation, dirty hands.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills	HEALTH	Discuss how personal cleanliness helps to prevent spread of illness.	Health Day by Day, Wilso and Wilson, Bobbs-Merril Co., Inc., 1965.
1. Social acceptance	LANGUAGE ARTS	Discuss common illnesses known to the pupils and ask how many of these illnesses they themselves have had.	The Laidlaw Health Series
2. Anticipatory response	1. Reading 2. Writing	Ask how they think they might have caught these illnesses.	Health 2, Bird, Neilson, Moore, Laidlaw Bros., 196
3. Value judgments		Make up a cross reference chart with the help of the pupils, showing the name of the disease on one side, and its possible cause on the other.	Periodicals containing medical information.
4. Social maturity			
Language Development		Present assessment as stated in the BEHAVIORAL OBJECTIVE.	
1. Vocabulary building			
2. Fluency and encoding			
3. Articulation			
4. Word attack skills			
5. Reading comprehension			
6. Writing			

3. **GENERAL OBJECTIVE:** THE PUPIL WILL DEMONSTRATE AN AWARENESS AND USE OF HEALTH AND SAFETY HABITS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given a cardboard thermometer and pictures of clothing worn in hot and cold weather, the pupil demonstrates where the red line will be on a hot day and a cold day and describes appropriate clothing for each kind of weather.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal and social development 2. Social maturity	HEALTH	Pupils will study the thermometer, learn to read it, and know what is the best room temperature. Pupils will be asked to find different temperatures on the cardboard thermometer and tell the class the type of weather indicated. The teacher will choose a class monitor who will check the thermometer and remind the teacher if the room is too warm. Discuss the type of clothing to be worn in hot weather and cold weather. Show pictures of clothing to be worn in different kinds of weather. Let pupils identify the proper clothing. Role-playing: a mother telling her child to select the appropriate clothing for school. Discuss: a. the purpose of weather forecasts b. how forecasts help us c. different kinds of weather d. results of bad weather Make a weather chart to be read by class. Discuss: a. the seasons b. the types of weather during the different seasons	Cardboard Thermometer with sliding ribbon (Drago School Equipment and Supply, Miami, Fla.) Real thermometer Filmstrips (Exceptional Child Library) FS 051 "Spreading a Cold in School" Record No. 78 "Rhythms for Physical Fitness" Record #118-#3 (Exceptional Child Library) Side A "Weatherwise" Side B "How to Read the Weather" "Weather Station", No. 7700 Constructive Playthings, 1040 East 85th, Kansas City, Missouri 64131. "Health and Safety", ITV, Palm Beach County

3. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE AN AWARENESS AND USE OF GOOD HEALTH AND SAFETY HABITS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given the opportunity, the student will wash his hands with soap and water before each lunch period and after going to the toilet.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal and social development	HEALTH	Discuss the rules of cleanliness. Pupils are asked to name a rule and explain it. Example: "I may pick up germs if I do not wash my hands before eating or after using the toilet."	"All About You", Irvin, Lyons and Carhahan, Exceptional Child Curri ulum Library.
2. Value judgments		Demonstrate the correct way to wash and dry hands.	Old magazines
3. Social maturity		Demonstrate the best way to use the soap dispenser and towels.	"All About You", ITV, Palm Beach County
		Collect, display, and label equipment used in cleanliness and grooming.	Comb
		A visit from the school nurse.	Brush
		Make individual charts to be used in morning health check up.	Toothbrush
		Cut pictures from magazines that stress cleanliness.	Fingernail file
			Emery board
			Washcloth
			Towel
			Soap
			Toothpaste
			Chart paper

3. **GENERAL OBJECTIVE:** THE PUPIL WILL DEMONSTRATE AN AWARENESS AND USE OF GOOD HEALTH AND SAFETY HABITS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given a set of pictures demonstrating good and poor positions of posture, the pupil will identify the ones that show the proper positions.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal and social development 2. Social acceptance	HEALTH	The teacher will demonstrate examples of good and poor, standing, walking, and sitting posture and the pupil in turn will demonstrate only examples of good posture.	Full length mirror Pictures showing good positions of posture.
3. Social maturity		Discuss the causes of poor posture such as fatigue, loss of sleep, improperly adjusted furniture and lack of muscular strength.	"A Curriculum Guide for Teachers of the Educable Mentally Handicapped", The Interstate Printers and Publishers, Inc., Danville, Ill. Exceptional Child Education Library
		Display posture illustrating good posture and the proper way of sitting.	"Health and Safety", ITV, Palm Beach County
		Collect pictures of famous men and women who sit and stand correctly.	
		Let pupils observe front and side view of themselves in full length mirror.	
		Play games and exercises designed to improve posture and body functions.	

GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE AN AWARENESS AND USE OF HEALTH AND SAFETY HABITS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given pictures of foods, the pupil classifies the foods into the following groups: milk products, meat and eggs, vegetables and fruit, bread and cereals.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal and social development 2. Social acceptance 3. Anticipatory response 4. Value judgments 5. Social maturity	HEALTH	A discussion of the basic groups of food: a. meat and eggs b. fruits and vegetables c. cereals and bread d. milk products Discuss the meaning of the word "nutrition". Dramatize ordering a meal in a restaurant. Practice setting a table. Role-playing: A pleasant conversation during mealtime with everyone taking part in the conversation. Make fruits and vegetables from paper mache or clay. Discuss the importance of cleanliness in handling food. Use a paper napkin to handle cookies served during break. Refuse food that has dropped on the floor or from which someone has taken a bite. Wash fruits and vegetables that are eaten raw. Pupils will name their favorite foods and categorize them as to breakfast, lunch, dinner, and snacks. Discuss the importance of eating breakfast. Compare cafeteria lunches with bag lunches.	A poster showing the basic food groups. Utensils and equipment to make an attractive table setting. "Basic Nutrition", Record No. 58 (Exceptional Child Library) Filmstrips: "In the Dining Room", FS 8. "The Waitress", FS 3. FS 93, 94, 98. Write for free materials: Florida Citrus Commission, P.O. Box 1720, Lakeland, Florida; Milk Foundation, 28 East Huron, Chicago, Illinois; International Dairy Products, Chicago, Illinois; General Mills, Department of Public Service, 400 Second Ave. South, Minneapolis, Minn.

3. GENERAL OBJECTIVE: THE PUPIL WILL DEMONSTRATE AN AWARENESS AND USE OF HEALTH AND SAFETY HABITS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given pictures of foods, the pupil classifies the foods into the following groups: milk products, meat and eggs, vegetables and fruit, bread and cereals.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		Discuss the foods we serve for dinner and plan some dinner menus. Make a scrapbook of the different meals, using pictures of food cut from magazines.	

3. GENERAL OBJECTIVE: PUPIL SHOULD DEMONSTRATE AN AWARENESS AND USE OF GOOD HEALTH AND SAFETY HABITS.

BEHAVIORAL OBJECTIVE: Given the opportunity to discuss and list safety rules pertaining to electricity, knives, bath water, medicines and poisons, etc., the pupil will be able to recall these and state them in his own words.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Self-acceptance 2. Anticipatory response	HEALTH ART	1. Excellent suggestions for practicing safety in the home, at play, at school and in the community are given in San Francisco Course of Study and Guide for Elementary Schools, Ungraded Classes, Section on Health and Safety, pages 143-147.	Refer to materials listed previously. Teacher's and pupils' collection of pictures of good safety habits for scrapbooks or posters.
3. Value judgments 4. Social maturity		2. Projects in safety which will provide learning in such things as handling knives, boiling water, controlling fire, swimming, sunning, household poisons, poison ivy and poison oak, inflammable trash, walking or riding bicycles on the road, handling matches or cleaning fluids, outdoor fires, etc.	Traffic and safety songs, either homemade or professional. (Professional - Special Education Catalog, Dick Blick, P.O. Box 1267, Balesburg, Illinois 61401
Language Development 1. Vocabulary building		3. Participation in Fire Prevention Activities, making posters, lettering slogans, special notices for bulletin board.	
2. Fluency and encoding		4. Participating in fire drills and shelter drills.	Protective vocabulary list
3. Articulation		5. Planning a field trip with complete details for safety practices.	
		6. Making own rules of safety for travel, safety at home, safety at school.	
		7. Learning traffic terms and symbols for signs.	
		8. Teacher's own ingenuity.	
		9. Make up protective vocabulary list.	

3. **GENERAL OBJECTIVE:** THE PUPIL WILL DEMONSTRATE AN AWARENESS AND USE OF GOOD HEALTH AND SAFETY HABITS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When asked by the teacher to define the word "flammable," the pupil will in his reply state that flammable materials are materials that produce flames.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal and social development 2. Social maturity	HEALTH	Discuss: a. What are flammable materials? b. Keep the basement or garage free of flammable materials. c. Light matches only in the presence of an adult. Write: Experience chart on the rules for storing flammable materials. Visit the fire station. Have a fireman visit the class. Memorize the telephone number of the local police and fire department. Make a list of emergency telephone numbers.	Chart paper Pictures (drawn by pupils) of the visit to the fire department. A telephone directory for each pupil. Pictures showing ways they can help clean up to prevent fires. "Health and Safety", Grade 3, ITV, Palm Beach County

GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE AN AWARENESS AND USE OF GOOD HEALTH AND SAFETY HABITS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given the opportunity to study and practice simple first aid and emergency rules, the pupil will be able t help himself and others. Example: He will learn within his capabilities how to report a fire and request police assistance.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Self-acceptance	HEALTH ORAL LANGUAGE	Teach the role of the fire department and police department in protecting people.	Refer to materials listed previously.
2. Anticipatory response		Make visits to above departments or have representatives from these departments visit the class.	Brochures from police and fire departments
3. Value judgments 4. Social maturity		Discuss and have pupils make decisions about: a. what to do in case of seeing a fire in a public place or private building b. finding someone hurt c. seeing an automobile accident	Make up a Protective Vocabulary in alphabetical order: Be careful Beware Closed Cross here Danger Doctor Look out for Enter Exit (etc.)
Language Development 1. Vocabulary building		Learning how to use telephone for emergency calls.	
2. Fluency and encoding		Giving practice, under supervision, in first aid when pupils have skinned or burned themselves.	
3. Articulation			"Railroad Tracks, Yards, and Signals", FS 92, Exceptional Child Library

4. GENERAL OBJECTIVE: THE PUPIL SHOULD SHOW AN AWARENESS OF HIS BODY'S CHANGING PHYSICAL NEEDS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: During the period of rapid growth, the pupil can explain this phenomena as part of normal life experiences.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal Development 1. Self-acceptance 2. Self-confidence	HEALTH	View and discuss: Transparency 26 (Science for Beginners Series), "Growth of Children".	"Growing Up", (No. LIb-16 Drago School Equipment, Miami, Fla. The Child and His Curriculum, J. Murray and Dorri Maybee.*
Social Development 1. Value judgments 2. Social maturity		Use the technique of bibliotherapy. The teacher chooses a book for a child to read wherein the main characters have the same social or emotional problem as the reader.	Transparency 26 (Science for Beginners Series). "Growth of Children".*
		Have the pupils read All About Me by Margaret W. Hudson.	Feelings and Learning, Association for Childhood Education International.* On Becoming a Person, Carl R. Rogers.*
			*Exceptional Child Educat Library

4. **GENERAL OBJECTIVE:** **THE PUPIL SHOULD SHOW AN AWARENESS OF HIS BODY'S CHANGING PHYSICAL NEEDS.**

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When asked to explain why his voice has changed, the pupil will answer that this is a normal physical change which occurs in boys during a stage of growth.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal Development 1. Self-acceptance 2. Self-confidence Social Development 1. Value judgment 2. Social maturity	INTERMEDIATE HEALTH READING	Role-playing: Situations in which pupils dramatize voice changes. Have pupils read All About Me by Margaret W. Hudson. Class discussion, role-playing, socio-drama and the tape recorder are excellent approaches to helping the pupil gain insight into the awareness of his body's changing physical needs.	Role-playing "Growing Up", (No. LLb-163) Drago School Equipment, Miami, Florida All About Me, (Boy's Book) Margaret W. Hudson.* Transparency 26 (Science for Beginners Series), "Growth of Children".* Feelings and Learning, Association for Childhood Education International.* On Becoming a Person, Carl R. Rogers.* *Exceptional Child Education Library

4. GENERAL OBJECTIVE: THE PUPIL SHOULD SHOW AN AWARENESS OF HIS BODY'S CHANGING PHYSICAL NEEDS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When asked to tell why perspiration occurs, the pupil will answer that this is a normal process of elimination through the skin which takes place during a certain stage of growth.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal Development 1. Self-acceptance 2. Self-confidence	HEALTH	Group counseling and individual counseling concerning the control of body odors.	Various types of commercial deodorants and inexpensive substitutes.
Social Development 1. Value judgments 2. Social maturity		Display various types of commercial deodorants and inexpensive substitutes.	Role-playing "Growing Up" (No. Lib-163), Drago School Equipment, Miami, Florida.
		Role-playing: A situation in which a pupil tells another about the control of body odors.	Taber's Cyclopedic Medical Dictionary, Clarence W. Taber, F. A. Davis, Co., Philadelphia, 1965.*
		Discuss: A partial list of factors determining personal appearance. a. Personal hygiene b. Grooming c. Personality d. Posture (Check for such factors as poverty, home neglect, medical problems, emotional disturbance, etc., in pupils who persistently present a poor personal appearance.)	The Child and His Curriculum, J. Murray and Dorris Maybee.* Feelings and Learning, Association for Childhood Education International.* *Exceptional Child Education Library

5. **GENERAL OBJECTIVE:** THE PUPIL SHOULD ESTABLISH ACCEPTABLE BEHAVIORAL RESPONSES TO HIS ENVIRONMENT THROUGH HABIT AND UNDERSTANDING.

BEHAVIORAL OBJECTIVE: Given a brief analysis of school policy and an opportunity to determine basic classroom rules, the pupil will contribute effective, reasonable, and sound suggestions that conform with school policy.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Self-acceptance 2. Social acceptance 3. Anticipatory response 4. Value judgment 5. Social maturity Academic Skills 1. Perceptual-motor skills 2. Language development	LANGUAGE ARTS 1. Oral communication (using complete sentences, identifying ideas, stating goals) 2. Written communication 3. Reading for information 4. Writing skills SOCIAL STUDIES 1. Recognizing the need for established rules of order 2. Explaining society's rules in contrast to school rules 3. Adapting to cooperative team effort 4. History	Teacher will lead the group in a discussion of basic rules of social living. Present the need for getting along and having rules of order. Each student will write a list of good and bad behavior traits. The teacher will help with vocabulary and spelling. The class will orally present their ideas for classroom behavior. (Any goal that they can establish that does not fall outside school policy and that can be justified should be used.) The class and teacher should decide on appropriate rewards and punishments for behavior. Role-playing several of the traits indicated by the students, good and bad.	School policy book regarding behavior in classroom and on grounds. Basic list of rules governing society, Ten Commandments, Magna Carta, Bill of Rights. Established list of classroom ten commandments. Play situations involving setting up of rules. Role-playing situations involving all the students in presentation. __Discipline__ by John and Lavona Dunsworth and Emery Stoops, The Economic Press, Inc., W. Orange, N. J. (Copies may be in each school library; several copies at Exceptional Child Curriculum Library.)

5. **GENERAL OBJECTIVE:** THE PUPIL SHOULD ESTABLISH ACCEPTABLE BEHAVIORAL RESPONSES TO HIS ENVIRONMENT THROUGH HABIT AND UNDERSTANDING.

BEHAVIORAL OBJECTIVE: Given a brief analysis of school policy and an opportunity to determine basic classroom rules, the pupil will contribute effective, reasonable, and sound suggestions that conform with school policy.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
	RELATED AREAS PHYSICAL EDUCATION SCIENCE EXPERIMENTS INTRA-SCHOOL MOVEMENT SCHOOL POLICY	Discuss the value of cooperative classroom effort in all areas.	

GENERAL OBJECTIVE: THE PUPIL SHOULD ESTABLISH ACCEPTABLE BEHAVIORAL RESPONSES TO HIS ENVIRONMENT THROUGH HABIT AND UNDERSTANDING.

BEHAVIORAL OBJECTIVE: When presented with a specific problem that requires self-discipline and personal solving (such as sharpening his pencil), the pupil will follow the established class rule that has been set up for such a procedure.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Self-acceptance 2. Social acceptance 3. Anticipatory response 4. Value judgments 5. Social maturity Academic Skills 1. Perceptual-motor development 2. Language development 3. Conceptual skills	LANGUAGE ARTS 1. Reading for information 2. Reading for direction 3. Reading for comprehension **RELATED AREAS** ARITHMETIC SCIENCE SOCIAL STUDIES SPELLING	This objective resolves itself in any of the academic areas. The necessity of the student's ability to perceive and complete a problem is inherent in all academic areas. Teacher will present a series of problems orally. The class will try to solve the problems or indicate how it could be solved. For example, recognizing signs in arithmetic or recognizing key words in problems. Use the same procedure with written problems.	Materials will come out of the subject areas covered in the program. Presentation will be the area of concern.

3. **GENERAL OBJECTIVE:** THE PUPIL SHOULD ESTABLISH ACCEPTABLE BEHAVIORAL RESPONSES TO HIS ENVIRONMENT THROUGH HABIT AND UNDERSTANDING.

BEHAVIORAL OBJECTIVE: Left in a teacherless situation for a short period of time, the pupil will demonstrate his social maturity by continuing quietly with whatever task he had begun before the teacher left the classroom, or by assuming some other constructive task that has been assigned.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social skills 2. Academic skills	LANGUAGE ARTS 1. Reading for information 2. Reading for leisure time 3. Reading for directions 4. Writing 5. Research methods (alphabetical order, index, table of contents)	Class discussion of individual responsibility in the student's environment. Application of the following using a contract system (students' assignments are presented in contract form for the day's activity). The teacher together with the individual student, decides on an "emergency lesson plan." This plan should allow individual activity on a simple basis (i.e. art, crafts, basic assignments in reviewing skills).	Contract forms listing assignments and value of each task. Reading worksheets for comprehension and locating information. Merrill reading skill-text series. Emergency lesson plan form for each child. Student folder for each child, which should be available for the child to see and use.
	SOCIAL STUDIES 1. Independent individual action 2. Value of work well done 3. Self-motivation 4. Responsibility of ones own actions	Reading lessons should stress comprehension of directions and information necessary for individual work. The teacher and the students should develop a classroom library with sufficient material to cover all levels of ability. Materials should be available at all times and should cover all types of material, comics to poetry.	

5. **GENERAL OBJECTIVE:** THE PUPIL SHOULD ESTABLISH ACCEPTABLE BEHAVIORAL RESPONSES TO HIS ENVIRONMENT THROUGH HABIT AND UNDERSTANDING.

BEHAVIORAL OBJECTIVE: Given a list of 20 work or play habits, 13 of which have been determined by the teacher as positive and 7 as negative, the pupil will identify at least 10 of the positive behavior habits.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Self-acceptance 2. Social acceptance 3. Anticipatory response 4. Value judgments 5. Social maturity	LANGUAGE ARTS 1. Oral communication 2. Written communication	Through role-playing and class discussion, the teacher should lead the class to the formation of positive habits with regard to work and play.	Refer to previously stated materials. Check list inventory of work habits. Role-playing situations which can be developed by the class.
	SOCIAL STUDIES 1. Responsibility	Students set up their own form of jury to try all cases of infringement of rights in group activity.	
Academic Skills 1. Perceptual-motor development 2. Language development 3. Conceptual skills	2. Fair play - sportsmanship 3. Group effort 4. Value of work well done 5. Group values 6. Group pressure	Students will receive a reward for adherence to set rules of order, and will be punished for breaking those rules. These punishments are set up within school policy and are determined by the teacher and the students.	
	RELATED AREAS SCIENCE-RESEARCH MATH-SKILLS ALL AREAS INVOLVING THE FORMATION OF HABIT PATTERNS	Establish a check list of good work and play habits. Each child is to keep a list for himself. This is to be compared with the teacher's list at regular intervals.	

6. **GENERAL OBJECTIVE:** THE PUPIL SHOULD EXHIBIT AN AWARENESS OF THE PHYSICAL TOOLS NECESSARY TO HIS ENVIRONMENT.

BEHAVIORAL OBJECTIVE: When presented with an envelope and a postage stamp, the pupil will address the envelope, properly placing the stamp in the right position.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal and social development	SOCIAL LIVING	Discuss: Addressing an envelope. Pupils address envelopes properly and mail them. Word study: post office stamp envelope	Stamps Envelopes Role-playing: Buying stamps at the post office.

6. **GENERAL OBJECTIVE:** THE PUPIL SHOULD EXHIBIT AN AWARENESS OF THE PHYSICAL TOOLS NECESSARY TO HIS ENVIRONMENT.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When presented with a toothbrush, the pupil will brush his teeth for the necessary three minutes.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal and social development	SOCIAL LIVING	With a set of dentures and a large toothbrush, demonstrate the proper way in which pupils should brush their teeth. A visit from the nurse showing the proper ways to brush the teeth. Collect pictures showing the correct way to brush the teeth. Experience stories about brushing the teeth.	A kit containing a demonstration set of dentures and large toothbrush (the school nurse will have this kit) Each pupil should have a toothbrush, holder, and toothpaste at school. Pictures Chart paper

6. **GENERAL OBJECTIVE:** THE PUPIL SHOULD EXHIBIT AN AWARENESS OF THE PHYSICAL TOOLS NECESSARY TO HIS ENVIRONMENT.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When presented with a comb and brush, pupil will comb and brush his hair in an acceptable way.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal and social adequacy	SOCIAL LIVING	Discuss: 1. Combing and brushing the hair every day. 2. The importance of keeping the hair clean. 3. Keeping the comb and brush clean. Demonstrate: How to wash the comb and brush clean. Words to study: sink tub comb shampoo regularly attractive Discuss: Self-care activities in health and grooming that make one accpetable to others. Display pictures showing different hair styles. Invite a beautician and a barber to speak to the class.	Pictures showing different hair styles. Poster showing a boy and a girl with well-groomed hair. Make flashcards for study words.

6. GENERAL OBJECTIVE: THE PUPIL SHOULD EXHIBIT AN AWARENESS OF THE PHYSICAL TOOLS NECESSARY TO HIS ENVIRONMENT.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given a fingernail brush, an emery board, cuticle scissors, clippers, and a clean towel, pupil will clean and cut his fingernails in the proper way.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal and social adequacy	SOCIAL LIVING	Discuss: Proper care of the fingernails. The teacher will demonstrate the proper way to clean the fingernails. Demonstrate: A proper manicure. Set aside a time each week for pupils to give themselves manicures. Word study: scissors fingernails toenails bite emery board clippers file cuticle Pupils can trace and color their own hands.	Fingernail brushes Cuticle scissors Soap Clean towels Emery boards Make flashcards of words to study. Make a poster showing a pair of beautifully groomed hands. All About Me, (Girl's Book, Boy's Book), Margaret W. Hudson (Exceptional Child Library)

6. **GENERAL OBJECTIVE:** THE PUPIL SHOULD EXHIBIT AN AWARENESS OF THE PHYSICAL TOOLS NECESSARY TO HIS ENVIRONMENT.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given a disposable tissue, the pupil will demonstrate the correct use of the tissue when sneezing or coughing.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal and social development	SOCIAL LIVING	Discuss: The importance of carrying a clean handkerchief or disposable tissues at all times. Demonstrate: Correct use of tissue or handkerchiefs when coughing or sneezing. Discuss: Measures that individuals and groups should take to halt the spread of disease.	Posters and pictures warning against epidemic and common illnesses. Pamphlets from the Health Department Role-playing: A situation in which a pupil has a bad cold, uses a tissue and does not dispose of it in the proper manner. Filmstrip, Exceptional Child Education Library, FS 051 "Spreading a Cold in School." All About Me, (Girl's Book, Boy's Book) Margaret W. Hudson (Exceptional Child Library)

6. GENERAL OBJECTIVE: THE PUPIL SHOULD EXHIBIT AN AWARENESS OF THE PHYSICAL TOOLS NECESSARY TO HIS ENVIRONMENT.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given a knife, fork, and spoon, the pupil places them in the correct position in a table setting.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal and social adequacy	SOCIAL LIVING	The teacher will show pupils the proper way to set a table. Pupils will take turns at setting a table in the proper manner. Discuss good table manners. Given a picture showing a place setting without a knife, fork, and spoon, the pupil will draw them in placing each in its proper position. Dramatize "do's" and "don'ts" in manners. Dramatize mealtime.	Utensils for setting a table. "Table Manners", FS 94 Exceptional Child Education Library

6. GENERAL OBJECTIVE: THE PUPIL SHOULD EXHIBIT AN AWARENESS OF THE PHYSICAL TOOLS NECESSARY TO HIS ENVIRONMENT.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When presented with scissors, paste, and pictures to cut, paste, and place on a sheet of paper, the pupil will place each picture in its proper place.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Personal and social development	SOCIAL LIVING	Each pupil will be given a pair of scissors, paste, and pictures to cut. The teacher will give instructions and pupils will proceed to follow. Pupils will cut, paste, and place pictures of animals in their proper place on a sheet of paper.	Scissors, paste Dittoed sheets containing pictures of animals to be cut. Sheets of paper containing outlines of the animals that are cut.

CUTTING PICTURES

INTERMEDIATE

5. GENERAL OBJECTIVE: THE PUPIL SHOULD EXHIBIT AN AWARENESS OF THE PHYSICAL TOOLS NECESSARY TO HIS ENVIRONMENT.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When presented with a rake and hoe, the pupil will clear the yard of weeds and trash.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Vocational adequacy	SOCIAL LIVING	Teacher and pupils will select an area of the school-yard to beautify. Teacher will demonstrat the correct way to use the rake and hoe letting each child take a turn. Discuss: Use and care of material and equipment. Why and how we plan the day's work. Value of starting and completing each task within the planned time. Problems relative to buying and selling tools.	Make a scrapbook of various classifications of tools with labels. Example: garden, carpenter, kitchen. Make safety slogans. Make a list of tools with prices.

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7. GENERAL OBJECTIVE: THE PUPILS SHOULD EXHIBIT INCREASED REALIZATION OF THE IMPORTANCE OF INDIVIDUAL ROLES IN A GIVEN ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Given pictures of the family, the pupil will identify his family and their names.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills	SOCIAL STUDIES	Read stories about family life and families.	Films and filmstrips: Palm Beach County Curriculum Library, Exceptional Child Curriculum Library
1. Social acceptance	LANGUAGE ARTS	Show films about the family.	
2. Value judgment	1. Reading	Develop word lists of names of family members for reading and spelling.	Pupils will bring magazines to cut out pictures.
3. Social maturity	2. Writing	Use the words in simple sentences and stories.	Pupil-teacher make the word list.
	3. Spelling	Prepare scrapbook of family life with suitable illustrations, cut out or drawn by pupils, with captions using the word list.	Pupil-teacher write letters.
		Role-playing	Paste
		Write letters to absent members of the family.	Scissors
		Draw pictures to show the favorite family activities.	Crayons
		List places where the family can go together.	The Family Flannel Board Teaching Aid

7. **GENERAL OBJECTIVE:** THE PUPILS SHOULD EXHIBIT INCREASED REALIZATION OF THE IMPORTANCE OF INDIVIDUAL ROLES IN A GIVEN ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Given a list of the various activities carried on in the home, the pupil will identify the member of the family who assumes the responsibility of each activity, i.e. cooking meals making beds, washing dishes, putting away toys and clothes, mowing the grass, fixing the car, etc.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills	SOCIAL STUDIES	Discussion: The need for cooperating and contributing in the family.	The Family Flannel Board Teaching Aid
1. Social Acceptance		Have pupils tell the responsibilities of each member of the family.	
	LANGUAGE ARTS	Discuss how the family may have good times together.	Pupils will bring magazines to cut out pictures.
2. Anticipatory response	1. Reading	Collect pictures illustrating duties carried out at home for the class scrapbook.	Pupil-teacher make puppets, word lists.
	2. Writing		
3. Value judgment			Films and filmstrips: Palm Beach County Curriculum Library, Exceptional Child Library
	3. Spelling	Role-playing	
4. Social maturity			
		The teacher reads stories about family activities.	
	MATHEMATICS		
		Filmstrips: "In the House" "Father Works for the Family" "Mother Cares for the Family"	Young Owl Series Famous Fairies
		Interpretation of pictures	
		Develop word lists of duties of family for reading, writing and spelling.	
		Pupils learn their house numbers and phone numbers.	
		Puppet show.	
		Write stories to show the favorite family activity.	

7. **GENERAL OBJECTIVE:** THE PUPILS SHOULD EXHIBIT INCREASED REALIZATION OF THE IMPORTANCE OF INDIVIDUAL ROLES IN A GIVEN ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Given pictures of different types of homes, the pupil identifies his home and explains what he does to care for it.

TERMINAL OBJECTIVE:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills	SOCIAL STUDIES	Discussion: Ways the pupils can help at home. The kinds of homes we live in. Why we need shelter.	Pupil-teacher construct cardboard house and furniture, make puppets.
1. Social acceptance	LANGUAGE ARTS		Pupils bring magazines from their homes.
2. Anticipatory response	1. Reading	Draw pictures of pupil's home.	Films and filmstrips
3. Value judgment	2. Writing	Make cardboard house. Make play furniture. Use dolls or puppets to show the purpose of each room in the house. Label the rooms.	Palm Beach County Curriculum Library, Exceptional Child Curriculum Library
4. Social maturity	3. Spelling	Read stories about home life.	
	MATHEMATICS	Collect pictures about home life; arrange on bulletin boards.	
		Pupils learn their house numbers and phone numbers.	
		Filmstrips - "In the House"	
		Draw a mural showing homes long ago and today.	

7. **GENERAL OBJECTIVE:** THE PUPILS SHOULD EXHIBIT INCREASED REALIZATION OF THE IMPORTANCE OF INDIVIDUAL ROLES IN A GIVEN ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Given a labeled map of the school, the pupil identifies his classroom, principal's office, clinic, bathroom, cafeteria, library, music room and other places named.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills	SOCIAL STUDIES	Pupil-teacher planning.	Teacher-pupil make a map.
1. Social acceptance	LANGUAGE ARTS	Discussion: The school's location. How we get to school. How far the school is from their homes. Why we go to school. School organizations and student participation. Safety procedures. Arrival and departure. Pupil and teacher draw a map. Tour the school plant to meet all school personnel to learn their positions in the school. Tour the building to acquaint the pupils with the location of the school facilities. Collect and mount pictures showing school helpers, to put in the class scrapbook. Filmstrips: "Off to School" "Inside the School" "In and Out the Classroom" "The School Cafeteria Worker" Draw a mural of the school and play area.	Teacher-pupil take snapshots of school helpers.
2. Anticipatory response	1. Reading		Films and filmstrips Palm Beach County Curriculum Library, Exceptional Child Library
3. Value judgment	2. Writing		
4. Social maturity	3. Spelling		Pupils bring magazines to cut out pictures.

7. **GENERAL OBJECTIVE:** THE PUPILS SHOULD EXHIBIT INCREASED REALIZATION OF THE IMPORTANCE OF INDIVIDUAL ROLES IN A GIVEN ENVIRONMENT.

BEHAVIORAL OBJECTIVE: Given pictures of community helpers, the pupil describes which ones produce and distribute goods and which perform services or which do both. Examples: baker, policeman, plumber, postman, milkman, fireman, grocer.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgment 4. Social maturity	SOCIAL STUDIES LANGUAGE ARTS 1. Reading 2. Writing 3. Spelling	Make a large map of the community. Discuss work and responsibility of community helpers. Discuss recreational areas in the community. Use sand table to build and display community home, streets, parks, public buildings. Visit point of interest in the community. Invite guest speaker to tell of their work and how they help the community (include parents). Write to the Chamber of Commerce for pamphlets. Visit City Hall: Mayor's office Jail Councilmen Light and water department Films and filmstrips - "Eye Gate Series" Tour the city by chartered bus and observe the city highlights. Examples: bridges, parks, etc.	Pupil-teacher make a map of the community and a Community Helpers Poster. Pupil-teacher build and display community model or chart. Chamber of Commerce pamphlets Films and filmstrips Palm Beach County Curriculum Library, Exceptional Child Curriculum Library Activity Kit - "Community Helpers at Work"

8. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE IMPROVEMENT IN THE DEVELOPMENT OF SOCIAL SKILLS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When given the opportunity to paint pictures of birds, the pupil will take turns sharing the paint brushes and easels.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance	SOCIAL STUDIES	Pupils will draw and paint pictures of birds.	Filmstrips and records Exceptional Child Library
2. Value judgments 3. Social maturity	LANGUAGE ARTS 1. Reading 2. Writing	Discussion: 1. Discuss how facilities and time are shared in the home and the neighborhood. 2. Stress the importance of helping others in tasks. 3. Help the pupil realize the importance of respecting property of others.	Pupil-teacher 1. Make word lists 2. Make experience charts 3. Construct games Physical Education and Recreation, Workshop for Mentally Retarded (Exceptional Child Library)
		Read stories about personal property and property of others.	
		Filmstrips and records 1. "Good Manners" Series 2. "Teaching Children Values"	Music Growth in the Elementary School, Exceptional Child Library
		List ways in which one can share things and help others.	
		Develop experience stories of sharing in and out of school.	"Basic Social Studies Discussion Pictures"
		Practice the proper care of school facilities.	
		Dramatization	
		Play games where players share equipment.	
		Sing rounds.	
		Picture interpretation.	

8. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE IMPROVEMENT IN THE DEVELOPMENT OF SOCIAL SKILLS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given the opportunity to construct a classroom grocery store, the pupils demonstrate desirable behavior habit by working together as a team.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Value judgments 3. Social maturity	SOCIAL STUDIES LANGUAGE ARTS 1. Reading 2. Writing	Discussion: 1. Have pupils tell how they play with other children before and after school, and on weekends. Tell experience stories. 2. Encourage pupils to accept decisions made by the group. 3. Stress the importance of good manners. 4. Discuss how the family works as a cooperating group. Read stories about children in cooperating activities. Dramatize "Do's" and "Don'ts" in good manners. Collect pictures of children in partnership activities with other children and adults. Plan rhythmic activities. Sing songs that require group action. Play games where players take turns. Assign tasks and activities that can be accomplished only by group action. List the characteristics typical of desirable group behavior. Filmstrips and records "Good Manners" Series	Pupils bring magazines for pictures. Filmstrips and records Exceptional Child Library Educational Rhythmics for Mentally and Physically Handicapped Children Pupil-teacher 1. Prepare word list 2. Tell experience stories Music Exceptional Child Library Games Exceptional Child Library Physical Education Guide for Mentally Retarded Children

8. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE IMPROVEMENT IN THE DEVELOPMENT OF SOCIAL SKILLS.

BEHAVIORAL OBJECTIVE:
TERMINAL BEHAVIOR: Given a situation in which a group votes to select something (name, activity or idea), the pupil votes only once and, after tabulation, names the winning name, activity or idea as a result of majority rule.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Anticipatory response	SOCIAL LIVING	Pupil-Teacher Planning	Films and filmstrips See listing in County Audio-Visual Materials Library, the Exceptional Child Library
		Encourage pupils to accept decisions made by the group.	
2. Value judgments	LANGUAGE ARTS 1. Reading	Allow the members of the class to help make rules of the classroom.	
3. Social maturity	2. Writing		Good Citizens, Ruth Dudley, Melmont Press, 1957.
	3. Spelling	Be sure that each child is aware of the reason for each rule of room and the school.	
		Stress that all of society is governed by rules.	Pupils and teacher bring pictures of community helpers who are elected.
	MATHEMATICS	Voting for pupil to represent class at a meeting or on student council.	Pupils make ballots.
		Write and read names on ballots made by pupils; tally votes.	Pupils and teacher write names on ballots.
		Counting votes.	
		Comparisons: most votes, least votes.	
		Collect pictures of community helpers who are elected.	
		Display ballots.	

9. GENERAL OBJECTIVE: THE PUPIL SHOULD EXHIBIT COMPETENCY IN LISTENING SKILLS.

BEHAVIORAL OBJECTIVE: When given oral directions for the completion of a task, the task being within the student's performance level and involving at least two steps given consecutively, the pupil will be able to demonstrate his listening ability by carrying out the directions given.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual-motor Skills Listening Skills 1. Auditory acuity 2. Auditory decoding 3. Auditory-vocal association 4. Auditory memory 5. Auditory sequencing	ALL SUBJECT AREAS	Many excellent suggestions given in Remediation of Learning Disabilities by Robert Valett under "Perceptual Motor Skills", pages 22 and 23. Teacher should establish some individual techniques of her own. Play rhythm and activity records and have children carry out the directions given. Play games that involve carrying out specific directions.	Remediation of Learning Disabilities, Robert E. Valett.* "Ear Training for Middle Grades", Record 71.* "Rhythmic Activities", Records 79-81.* Films and filmstrips on listening skills from Palm Beach County Audio-Visual Center. Teacher prepared lists and directives. *Exceptional Child Curriculum Library.

9. GENERAL OBJECTIVE: THE PUPIL SHOULD EXHIBIT COMPETENCY IN LISTENING SKILLS.

BEHAVIORAL OBJECTIVE: Given five previously stated oral questions in sequential order from a story which the teacher will read orally, the pupil will give the correct answers in the correct sequential order for at least three of the questions.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual-motor Skills Listening Skills Appreciative listening or analytical listening by: 1. Auditory-decoding 2. Auditory-vocal association 3. Auditory-memory 4. Auditory-sequencing	ALL SUBJECT AREAS	Tell a brief one paragraph story and then ask questions in sequential order such as; "Did the boy run?" "What was the color of the bicycle?" Give a list of five questions in sequential order. The pupils are to listen to the questions before reading a short story. Then ask for the answers in sequential order. Write the discussion outline of Who? What? When? Where? Why? and How? on the board. Then read aloud poems or parts of a funny story, such as Dr. Seuss books, and present questions one at a time. Establish a listening post and have pupils listen to recorded stories. Follow up with individual oral answers to the above questions and panel discussions of the stories. General conversation: Engage pupil in conversation regarding previous day's activities, present school work, hobbies, sport interests. Tape record conversation and play back. Encourage and reward extended comments and vocal association to ideas. Encourage role-playing, dramatization, or the use of puppetry concerning some outstanding event or story heard in the classroom. Encourage use of walkie-talkie or real telephone sets for dual conversations on specified topics.	Refer to previously stated materials. Listening post. Walkie-talkie sets or real telephone sets. Teacher's collection of stories, poems, or other stimulating material.

9. GENERAL OBJECTIVE: THE PUPIL SHOULD EXHIBIT COMPETENCY IN LISTENING SKILLS.

BEHAVIORAL OBJECTIVE: While listening to a record, tape, or a story told by the teacher, the pupil will signal by raising his hand that he has located and is ready to name an expression conveyed by the reader's voice that suggests happiness, anger, gruffness, meekness, or fear.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual-motor Skills Listening Skills Appreciative listening which is analytical listening by means of auditory-vocal association.	ALL SUBJECT AREAS	Pupils must be taught to listen and to respond verbally in meaningful ways through the use of association, logical inference, and judgment. Expressive fluency should be recognized as a secondary goal. By means of records, tapes, or a story told by the teacher, have pupils listen for voice intonations that express certain characteristics as: happiness, anger, gruffness, meekness, fear, horror. Other methods of association are: a. Giving lists of words in which one does not belong such as, birds, bees, flies, cars. b. Giving lists of words known to the pupils and asking them to name the opposites. Namely, man, day, early, morning, big, heavy, young. Have pupils make up their own lists of such words. c. Play analogy games such as, "It is big, orange, and in the sky. What is it?" d. Teach verbal associations such as "In the morning, it is light; in the evening, it is _____." "Birds are in the sky and fish are in the ____." e. Play charades using words that can be dramatized. Teacher's ingenuity.	Refer to materials previously stated. Reading-Thinking Skills Series, Continental Press, Inc., 367 S. Pasadena Ave., Pasadena, California 91105. "Sounds and Images", Record No. 123.* "Who Said It?", Record No. 703, Educational Activities, Inc., P.O. Box 392, Freeport, N.Y. Teacher-made dittos. *Exceptional Child Curriculum Library

9. GENERAL OBJECTIVE: THE PUPIL SHOULD EXHIBIT COMPETENCY IN LISTENING SKILLS.

BEHAVIORAL OBJECTIVE: When given a list of ten words in which there are five sets of words of opposite meaning, the pupil will identify and name the five sets. Example: more, inside, up, under, less, outside, down, over, light, dark.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual-motor Skills Listening Skills Appreciative listening which is analytical listening by means of auditory-vocal association.	ALL SUBJECT AREAS	Have pupils make up lists of known words and find their opposites by using the dictionary. Make up a card game of words that can be used like phonic rummy, in which pairs of opposites may be laid down to make a "book". Make up a "bingo" game in which the teacher calls out a word and the pupil has to find its opposite on the bingo card. Have pupils collect pictures that are opposite in meaning to each other and make a bulletin board display. Teacher's ingenuity. Sentence completion lists: "In the morning it is light; in the evening it is ______." "An elephant is big; a mouse is ______."	Refer to previously stated materials. Teacher-made ditto lists. Pupil-made card games. Pupils' collection of pictures that are opposites.

10. **GENERAL OBJECTIVE:** THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a story or incident that he hears on tape, record, or told by the teacher, the pupil will demonstrate his comprehension of what he has heard by answering at least four out of a set of five questions correctly about the story or incident, or given a part of a story on his independent reading level, approximately 100 words, the pupil will demonstrate his comprehension of what he has read by answering correctly at least four out of five questions about what he has read.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development Comprehension skills (The ability to understand what one hears or reads.) Perceptual-motor Development Purposeful listening	LANGUAGE ARTS Reading SOCIAL STUDIES SCIENCE	Having developed word attack and word analysis skills, the pupil will develop comprehension skills by: 1. Listening to and/or relating experience stories on tape. Teacher prepared strip sentences from these stories for individual use and daily practice. Teacher prepares questions to be answered. 2. Writing or explaining into a tape recorder the story of simple comic strip sequences such as "Peanuts". Teacher prepares questions to be answered. 3. Pupils listen to a story on tape, record, or told by the teacher, and answer either orally or in writing the five questions prepared by the teacher. 4. Pupils read silently a part of a short story or part of a longer story on their independent level and then answer at least four out of five or eight out of ten questions which may be in the book he is reading or which are made up by the teacher about the story or the part of the story he has read. With advanced readers follow a structured sequence: 1. Verbal introduction to story. 2. Introduction of new words. 3. Silent reading. 4. Oral reading. 5. Pupil's verbal explanation of story. 6. Pupil's response to oral questions. 7. Written test regarding total comprehension. **Free reading:** Many simple stories with a variety of topics and varying degrees of difficulty should be provided in book	Refer to materials listed previously. Good Reading for Poor Readers, George D. Spache, Gerrard Publishing Co. Reader's Digest, "Skill Builders", Grades 1 to 6, Reader's Digest Services, Educational Division, Pleasantville, N.Y. Pacemaker Books, Fearon Publishing, 2165 Park Blvd., Palo Alto, Calif. 94306. For advanced reading instruction read page 138, Teaching Reading to Slow-Learning Children by Samuel Kirk.

10. **GENERAL OBJECTIVE:** THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a story or incident that he hears on tape, record, or told by the teacher, the pupil will demonstrate his comprehension of what he has heard by answering at least four out of a set of five questions correctly about the story or incident, or given a part of a story on his independent reading level, approximately 100 words, the pupil will demonstrate his comprehension of what he has read by answering correctly at least four out of five questions about what he has read.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		or pamphlet form. The pupil should be allowed to make his own selection to read in school or take home. Pupils should not be forced to answer a variety of questions on these as this procedure may halt their interest. However, some of the pupils may wish to talk about an interesting story they have read and should be encouraged to do so.	

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a printed series of incomplete sentences and words ending in s, ed, and ing, the pupil should be able to write the correct word in each sentence (there should be at least two examples of each ending in the series), and given the prefix "un" and the suffixes "ly", "er", "eat", and "ful", the pupil should be able to add them to a root word to make a new word; or given a list of words with prefixes and/or suffixes, the pupil should be able to identify each root word.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development Word attack skills Perceptual-motor Development 1. Purposeful listening 2. Keen observing 3. Recall	LANGUAGE ARTS 1. Reading 2. Spelling 3. Writing	Having been taught word structure skills by means of the following methods, the pupil should be able to analyze words. Have pupils make new words by adding endings to known root words by: 1. Adding "s", "es", or "ies" to make plurals. 2. Adding "ing", and "ed" to known words to change the tense. 3. Adding the prefix to known words such as, kind, happy, friend, or clean to change their meaning. 4. Adding the suffixes "ly", "er", "est", and "ful" to known words to change their meaning. Introduce syllables through the use of the pupil's own name. Different techniques for distinguishing syllables are: 1. Clapping the hands with each syllable heard. 2. Tapping the desk or table with each syllable heard. 3. Placing the hand under the jaw and feeling the jaw drop with each new syllable sounded. 4. Watching the teacher change the shape of her mouth with each new syllable pronounced. Play syllable games for reinforcement. Assess teaching methods by using the behavioral objectives above, or make up similar ones on your own.	Refer to previously listed materials and books. Games: Syllable section of "Group Sounding Game", "Syllable Game", Dolch; Syllalle game in set of "Phonetic Games", Lyons and Carnahan. "Phonic Rummy", Set D. Phonic workbook series. (Weekly Reader puts out an inexpensive set.)

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given the following vowel combinations, the pupil should name the correct sound of each - ai, ay, an, aw, ea, ee, ew, oa, ou, oo, oi, oe, ow, ie, ui, ue, and given a list of twenty-five words containing both long and short vowels, the pupil should be able to place all short vowel sounds under one grouping and all long vowel sounds under the other grouping, getting at least 80% correct.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development Word attack skills Perceptual-motor Development 1. Purposeful listening 2. Keen observing 3. Recall	LANGUAGE ARTS 1. Reading 2. Spelling 3. Writing	After being taught the long vowel sounds, the pupil should be able to distinguish long vowel sounds. The "Magic E" group, the words that end in e and are preceeded with a long vowel sound such as pine and fine, should be taught next. Teach them in combination with the short sound for comparison. Example: pin - pine, fin - fine, rat - rate, pan - pane, etc. Avoid using words such as live and give at this time to avoid confusion. The double vowel combinations should be taught next, ai, ay, ea, ee, oa, ie, ui, ue; vew, as well as few; ow, as in snow. The vowel sounds (called dipthongs) that change their sounds to a new sound when used together should be taught last: aw as in saw, au as in fault, oo as in moon, oo as in book, ow as in clown, ou as in out, oy as in boy, oi as in boil. Also the vowel that is changed when followed by r: such as, ar in car, ir in fir, er in her, ur in fur. Also take note of the "aw" sound in words such as ball; the "or" sound in corn, born, horn, lord, cord; the short "oo" sound in such words as push, pull, full. Note: Sight or study words should be taught simply by saying, "We cannot sound out this word. We have to remember it by sight."	Refer to materials listed previously.

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a set of ten printed nonsense words made by combining consonants and consonant blends with short vowel sounds, the pupil should be able to pronounce at least 70% of them, (examples: sar, bick, crat, ling, faw, clow, clack, flut, frem, pren) and given a list of twenty-five words containing the short vowel sounds, the pupil should be able to list fifteen of them under their correct vowel sound (examples: bat under short a, bet under short e, bit under short i, but under short u).

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development Word attack skills	LANGUAGE ARTS 1. Reading	After having learned the consonant sounds, some blends, and the short vowel sounds, the pupil should be able to sound out words phonically.	Refer to previously stated materials.
Perceptual-motor Development	2. Spelling	Review vowel sounds, "ee" and short "a" and short "i".	Games: Set of Phonetic Games, Lyons and Carnahan; Vowel Lotto Group Sounding Game and Phonic Rummy (Set A with short vowel sounds in red), Dolch; Phonetic Drill Cards and Phonetic Quizmo, Milton Bradley.
1. Purposeful listening	3. Writing	Play phonetic games that will reinforce the vowel sounds taught. A list is given under materials, or the teacher can make up her own set of games.	
2. Keen observing		Assess teaching methods by using the behavioral objectives above or make up similar objectives of your own.	
3. Recall			Reading Aids Through the Grades; Three Hundred Developmental Reading Activities, Bureau of Publications, Columbia University Press, 1964. Filmstrips of vowel sounds, such as the Jim Handy Series. Phonetic Workbook Series (Many games may be purchased from Drago School and Equipment Supply, Miami, Fla.)

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given the following contractions, the pupil names the words which they represent: don't, didn't, I'll, can't, I've, aren't, haven't, we're, we'll, I'd, and shan't; and given the correct form of the above words, the pupil writes a contraction for each; and given a list of compound words, the pupil separates each into its single word components.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development Word structure skills	LANGUAGE ARTS 1. Reading	Continue to teach word structure skills by means of contractions and compound words.	Refer to books and materials listed previously.
Perceptual-motor Development 1. Purposeful listening	2. Language 3. Spelling 4. Writing	In teaching contractions start with the simple words, can and not, and show how these two words can be put together (cannot) to become a compound word and then can be changed to a contraction (a shorter word) by leaving the second n and the o out of the word thus forming the word "can't".	Reading Aids Through the Grades, Russell and Carp, Bureau of Publications, Teachers' College, Columbia University, N.Y. (One copy in Exceptional Child Curriculum Library.)
2. Keen observing 3. Recall		Go on with the other similar type words such as, do not, did not, have not, shall not, before going into the I will, I have, I would and the we are group.	
		Play some type of games with these contractions such as a "Bingo" game for reinforcement. Bingo games are easily made up with the word "Bingo" or "Look", as is used in the Dolch group sounding game.	
		Go through the same procedure in teaching compound words.	
		Reinforce by means of games or duplicated exercises as suggested in any good workbook series or in Reading Aids Through the Grades by Russell and Carp.	
		Introduce the use of the dictionary during the study of word structure.	
		Remember to usekinesthetic techniques as suggested by Dr. Fernald if auditory and phonovisual methods are not sufficient to teach a skill.	

10. **GENERAL OBJECTIVE:** THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a set of familiar pictures and corresponding words or phrases, the pupil will match the correct word or phrase with the correct picture.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development	LANGUAGE ARTS	Develop a curiosity about words.	Refer to previously stated materials.
1. Vocabulary	READING	Tape name cards on each desk.	
2. Fluency and encoding		Label important items in the classroom.	
3. Articulation		Make a list of traffic signs.	
		Make a list of signs that give special information such as: "hospital" "quiet" "emergency" "keep off the grass" "no dogs allowed" "no trespassing" "police" "fire station"	

10. GENERAL OBJECTIVE: **THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.**

BEHAVIORAL OBJECTIVE: **Given a series of ten consonant blends in printed form, the pupil should name the correct sound of each and given a series of blend sounds orally, the pupil should write the correct consonants for at least 75% of the blends heard.**

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development Word attack skills (The ability to analyze words phonetically.) Perceptual-motor development 1. Purposeful listening 2. Keen observing 3. Recall	LANGUAGE ARTS 1. Reading 2. Spelling 3. Writing	Having learned the initial, medial, and ending consonant sounds, the pupil should now learn blends as part of beginning sounds. Review consonant sounds from the standpoint of: a. The breath consonants viz. p - wh - f - th - t - s - sh - ch - k - h - qu - x. b. The voiced consonants viz. b - w - v - th - d - z - j - g - hard c - m - n - ng - l - r - y. Review the long vowel sounds, "ee", and the short vowel sounds, "a" and "i". These vowel sounds should be reviewed visually by chart of filmstrip material with the teacher pronouncing sounds and the pupils watching the teacher's lips and repeating the sounds. Always use this material as a game, not a drill. Teach some of the blends as suggested on page 43 of Phonovisual Method, or follow some other phonic chart that may have been recommended to you. Play blend games to reinforce teaching. Assess teaching methods by using the behavioral objectives suggested above or make up similar objectives of your own.	Refer to previously stated materials. Delta Curriculum 1 and 2, pages 82, 83, 84. The Phonovisual Method, Phonovisual Products, Inc., Department EC2, 4708 Wisconsin Ave., Washington, D.C., 20016. Beginning Sounds Levels 1 and 2, Continental Press, 367 S. Pasadena Ave., Pasadena, California 91105. "Singing Sounds" Record #54, "Fun With Phonics", Exceptional Child Library. Games: Lyon and Carnahan, Set of Phonic Games; Dolch, "Consonant Lotto"; Remedial Reading Center, Washington, D.C., "Consonant Sounds and Blends".

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a basic receptive vocabulary in accord with his chronological age, the pupil will demonstrate his desire to learn to read and say these words by developing a curiosity about such words and by naming correctly at least 75% of the words by sight.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development 1. Vocabulary (the ability to understand words)	LANGUAGE ARTS READING	First be sure the pupil is ready to read. Give either a "readiness test" or see if the child knows from three to ten words printed on individual cards which bear no identifying marks After an hour of teaching, test to see how many word he can remember. If he can remember all ten, he is ready to read.	Teacher-made word list might include words used in everyday vocabulary: father cat mother dog baby look stop come go see the a
2. Fluency and encoding (ability to express oneself verbally)		Use the systematic experience method described in Teaching Reading to Slow-Learning Children by Samuel A. Kirk, pages 85-92.	Teaching Reading to Slow-Learning Children by Samuel A. Kirk (the Department of Library Services, Palm Beach County Schools).
3. Articulation (ability to correctly pronounce initial, medial, and final sounds of words)		Collect common objects such as show, cup, spoon, pencil, paper, book, etc. Have pupil feel objects, then request names. Use drill to memorize names.	
		Develop large pictures of objects and common nouns and continue program without reference to the concrete object.	The Remediation of Learning Disabilities by Robert E. Valett, "Language Development" (Exceptional Child Curriculum Library).
		Using Dolch Picture Word Cards, systematically show a word and then say the word with follow-up pupil verbal imitation.	
		Use games to reinforce learning.	Dolch beginning word games such as "Popper Words".
		Be sure associations are made between the meaning and the word.	Milton Bradley, Picture Flashcards.
		If the pupil has difficulty remembering words, use Fernald Kinesthetic Technique.	Whitman's Pre-primer, Primer illustrated word vocabularies in playing card size.

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a basic receptive vocabulary in accord with his chronological age, the pupil will demonstrate his desire to learn to read and say these words by developing a curiosity about such words and by naming correctly at least 75% of the words by sight.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
			Teacher-constructed word games. "Suggested Games for Checking Sight Vocabulary" These are mimeographed pages that may be obtained from the "Pupil Personnel Reading Services", Palm Beach County. Peabody Language Developmental Kits, Level 1. Filmstrips FS 5 "Vocabulary on Recognition", Part I and II, Exceptional Child Curriculum Library.

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: When the pupil begins telling stories of his own experience, or of stories he hears or of events he participates in, he should tell the story or event clearly in complete sentences and in proper sequence stating when, where, why, and what event took place.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development	LANGUAGE ARTS	Having established reading readiness begin speaking skills and activities:	Flannel board, pictures, chalk talks.
1. Vocabulary building	ORAL EXPRESSION	Encourage the child to tell of his experiences, guiding him: a. To speak clearly and in complete sentences. b. To tell happenings in sequence. c. To give answers to "who?", "what?", "when?", "where?", and "why?"	Stories on tape or records. Teacher's favorite collection of stories or poems.
2. Fluency and encoding		Share with the class during "show and tell". Relate the happenings of the day.	Teaching Reading to Slow-Learning Children by Samuel A. Kirk, Department of Library Services, Palm Beach County Schools.
3. Articulation		Relate activities of trips. Relate activities from stories heard.	The Remediation of Learning Disabilities by Robert E. Valett, "Language Development", p. 38.*
		Relate activities from stories on tape or record. Relate activities from films and television. Give directions for locating places. Dramatization of situations. Ask child to dramatize: happiness sadness anger surprise	Filmstrips of stories, either Palm Beach County Audio-Visual Department or Exceptional Child Curriculum Library. Eye Gate Filmstrip Series FS 4 or T-S5-d, "Why, Where, How and What"; FS 37 "Language Skills"; FS 54 "Skippy and the Three R's"
		Use of puppetry to dramatize. Use of role-playing.	Records - Exceptional Child Curriculum Library

READING (2 lessons)

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: When the pupil begins telling stories of his own experience, or of stories he hears or of events he participates in, he should tell the story or event clearly in complete sentences and in proper sequence stating when, where, why, and what event took place.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		Use of the telephone.	Stories on tape*
		Introduction of guests; correct way to make introductions.	"Fun With Speech", Vol. 1, 2, Educational Record Sales.
		Dramatize stories or poems.	
		Charades.	The Listen-Hear Books, 1966, Follet Publishing Company, Chicago, Illinois 60607.
			*Exceptional Child Curriculum Library

10. **GENERAL OBJECTIVE:** THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: When the pupil begins to read his own experience stories, he should read orally with a maximum of one mistake in twenty words, and orally answer correctly four of a set of five comprehensive questions about the story.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Language Development 1. Fluency and encoding 2. Articulation	LANGUAGE ARTS READING	Determine child's reading level by: 1. Giving an informal reading inventory. a. Letting child read informally from several reading levels. b. Check previously given achievement tests. 2. Teacher-made tests. 3. Observe child's reading habits. 4. Check basic vocabulary lists at the end of readers. 5. Check visual comprehension, left-to-right sequence. Construct experience chart stories. These may be done on tape recorder then typed later in a bulletin by the teacher. Duplicates of each story should be made so that they can be cut up into phrases and incomplete sentences for individual work. Pupils should be able to make booklets of their own stories and illustrate them. Try to keep the vocabulary within the reading level of the pupil. The "moving picture" method as described by Kirk in Teaching Reading to Slow-Learning Children (page 80) might be used.	Refer to previously stated materials. Teacher-made tests. (Check with "Pupil Personnel Reading Services.") Helping Children Read by Brogan and Fox.* Reading Instruction for Today's Children, Nila Banton Smith.* "Learning to Read; Each Unto His Own", FS 70.* Language Experiences in Reading, Claryce Allen and Roach Van Allen, Encyclopedia Britanica Press. (Teacher Resource book)* *Exceptional Child Curriculum Library

GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a Standard Guide and one worksheet requiring the pupil to copy ten letters of the alphabet by tracing on the dotted lines following the directions of the Guide, the pupil should be able to form and space at least nine.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Gross-motor skills 2. Sensory-perceptual motor	LANGUAGE DEVELOPMENT 1. Writing 2. Spelling (visual motor integration)	On the readiness level, teach pupil to: 1. Copy letters and words. 2. Write his name. 3. Label pictures. 4. Make signs. Teach pupil to grasp a pencil or crayon in the palm of his hand and scribble.	Guide in Growth in Handwriting, Grade One, Zaner Bloser Co. Writing Better Everyday, Grade Two, Zaner Bloser Co. Materials for Teachers' Manuscript
	ALL AREAS	Help pupil to acquire a desire for writing and developing a sentence by watching the teacher write what is dictated.	Peek - Thru Alphabet, Zaner Bloser Co.
		Teach pupil to perform as follows: 1. Draw, cut, color and paste. 2. Copy labels and signs. 3. Capitalize the first word in a sentence. 4. Print or write his name in capitals and small letters (upper and lower case). 5. Capitalize the letter "I". 6. Capitalize dates. 7. Capitalize names of mother, father and all proper names. 8. Learn to write the words that the pupil needs to know.	Learning to Listen, Speak and Write, Nichols, Monroe & Gary, W. G. Gage, Box 550, 1500 Birch Mount Rd., Scarborough, Ontario Talk, Read, Write, Listen, McMillan

GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a worksheet and the letters, I, T, H, F, E, one at a time on the chalkboard, the pupil will copy at least four of the letters accurately.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Gross-motor skills 2. Perceptual motor 3. Fine-motor skills 4. Eye-hand coordination	LANGUAGE ARTS 1. Spelling 2. Writing ALL AREAS	A suggested order of capital letters to be introduced for formal writing lessons is: 1. I, T, H, F, E 2. O, C, Q, G 3. P, R, B, D, L 4. J, S, M, N 5. K, A 6. U, V, W, X, Y, Z A suggested order of lower case letters to be introduced is: 1. l, i, t (the word is lit) 2. o, c, a (the word is coat) 3. d, b, e (the words add, eat, be, bed, boat) 4. f (the words off, fall, fit, food, fell) 5. r, n (the words red, read, near, net) 6. m, n (the words man, name, horn) 7. u (the words cut, until, under, run, fun)	New Scientific Evaluation Scales for Guiding Growth in Pupil's Handwriting, Frank N. Freeman San Francisco Unified School District Course of Study and Curriculum Guide for Elementary School, Ungraded, 1967, pages 59-66. The Delta Curriculum Guide, Palm Beach County, Florida

GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a worksheet and the letters, I, T, H, F, E, one at a time on the chalkboard, the pupil will copy at least four of the letters accurately.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		8. j, g (the words jam, bag, jug, gun) 9. q, p (the words quit, quiet, pet, cup, jump) 10. s, c (the words song, nest, best)	

GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given one primary writing sheet, a pencil and five sentences requiring the use of capital letters,

TERMINAL BEHAVIOR: by writing legibly and accurately, the pupil will copy correctly a minimum of four sentences.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual-motor skills 2. Auditory and visual skills 3. Visual fine-motor skills 4. Muscular coordination 5. Visual-motor integration	LANGUAGE DEVELOPMENT 1. Writing 2. Spelling ALL AREAS SOCIAL SKILLS	The teacher must set the example of fine handwriting at all times and places, such as at the chalkboard and on paper. Assist pupils with their individual problems. 1. Left-handiness 2. Poor motor coordination 3. Mirror writing 4. Poor vision Require correct pupil posture in writing. Require the best possible writing in all forms of written work (chalkboard or paper). Teach pupil to write easily, legibly, rapidly and to improve writing with continuous practice in relation to established standards of accomplishment. Space letters, words and lines uniformly. Keep all letters on the base line. Watch the height of letters above the base line. Keep in mind the fact that some letters are tall, some letters are short and some letters have tails below the line.	Filmstrips: "Seeing, Hearing and Spelling", FS 04 "Eye Gate Primary Concepts", FS 05 - "Vocabulary or Recognition I" and "Vocabulary or Recognition II" "Language Skills", FS 37 "Developing Language Skills", FS 39 A Guide for Teachers of Educable Mentally Handicapped Children, Oklahoma State Department of Education, Vol. II. (Above references are found in County Curriculum Library, West Palm Beach) Zaner Bloser Handwriting Aids, Drago School Equipment and Supplies, Fort Lauderdale, Florida

GENERAL OBJECTIVE: THE STUDENT SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a list of five sentences to write, requiring accuracy in spelling, capitalization and punctuation, the pupil will copy a minimum of four sentences correctly.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Gross and fine-motor skills	LANGUAGE ARTS 1. Writing	Provide practice in writing and spelling by requiring pupils to:	Writing pads Worksheets
2. Perceptual skills	2. Spelling	1. Write sentences.	Pencil
	3. Punctuation	2. Write experience stories.	
3. Language development		3. Write captions for activities or projects.	
4. Social skills		4. Write invitations, letters, and notes of appreciation.	
		5. Write short poems.	
		6. Make corrections in the presence of the pupil so that pupil is aware of the correct formation of the letter or the spelling of the words.	
		7. Keep individual folders of sample work, so that pupil will develop a feeling of pride in his work.	

GENERAL OBJECTIVE: THE STUDENT SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a list of ten sentences composed by the group, the pupil will read aloud a minimum of nine sentences correctly by using words as tools of self-expression.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual skills (auditory and visual) 2. Discrimination 3. Academic skills 4. Social skills	FORMAL ENGLISH	Place emphasis on Formal English on the Intermediate level. Continue supervised handwriting periods stressing: 1. Letter forms. 2. Neatness and legibility. 3. Spacing and alignment. 4. Use of margins. Learning to make up lists: 1. Shopping lists. 2. List of materials needed for a project. Writing simple rules and sets of directions: 1. Duties for the classroom. 2. Simple recipes, etc. Independent writing of paragraphs, stories, book reports, etc.: 1. Learning of paragraph forms. 2. Placement of titles. 3. Indentation, etc. 4. Learning to keep one topic in a paragraph. Independent writing of friendly letters: Writing thank-you notes, sympathy notes, notes of invitations, etc. Continued drills and practices on: 1. Capitalization. 2. Punctuation. 3. Adding the use of semi-colon and colon.	Worksheets Pencils Sentence Strips Examples: I like to swim. Vacation time is here. May I ride your bicycle? Oh, I saw your father last week!

GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: **Given a series of five words to spell, according to the sequential word list (Dolch's 220 and Protective Vocabulary) of Palm Beach County Exceptional Child Program, the pupil will be able to spell a minimum of four out of five words correctly.**

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Perceptual Skills 1. Auditory and visual acuity 2. Visual-motor memory 3. Recall 4. Eye-hand coordination	SPELLING 1. Personal vocabulary 2. Social vocabulary 3. Academic vocabulary 4. Occupational vocabulary	Introduction: Select words that will suit the pupils' present and adult needs. Use a standard spelling list and select words that the pupil will use in his written communication. Make a weekly schedule, limiting number of words that is to be taught for the week so that the pupil will understand what words he is to learn. First day: 1. Let pupil visualize the word. 2. Pupil may close his eyes and visualize the word. 3. Open eyes, write the word on worksheet. 4. Write the word on the chalkboard. 5. Compare the word on the worksheet with the word which has been written on the chalkboard. 6. Proceed to next word, if worksheet word is correct. 7. Re-study the word if word on worksheet was spelled incorrectly. 8. Let pupil rewrite the word to get the feel of writing the word. Second day: 1. Review the words (sound the blends in the words). 2. Write the words a few times. 3. Write sentences on the chalkboard and permit pupils to select the spelling words from the sentences. Third day: 1. Review the words. 2. Let pupils give oral sentences. 3. Let pupils write the words and draw pictures to illustrate the words.	Film: "Vocabulary" (FS 5-A) Dolch's Spelling List "Protective Vocabulary" (furnished by the Exceptional Child Program, West Palm Beach) Incidental Word List Writing pad Worksheets Pencils

GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a series of five words to spell, according to the sequential word list (Dolch's 220 and Protective Vocabulary) of Palm Beach County Exceptional Child Program, the pupil will be able to spell a minimum of four out of five words correctly.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		Fourth day: 1. Review the words orally. 2. Let the pupils give oral sentences. 3. Use the spelling words in sentences. Fifth day: 1. Give the spelling test. 2. Re-teach words that pupils misspelled.	

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: After discussing and illustrating four geometric shapes (circle, square, rectangle, triangle), and given in the chalkboard rail the four concrete shapes, the pupil will touch and name orally each shape as directed.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Conceptual Skills 1. Listening 2. Reasoning 3. Recognition of form and differences in form 4. Social adjustment	ARITHMETIC	Describe and illustrate a circle and ask pupils to name articles that are circles or round in shape. Responses may include the clock and coins. Describe and illustrate a square and ask for examples of articles that are shaped like a square. Responses may include Graham crackers, some of the blocks. Describe and illustrate a rectangle and ask for examples of articles that are shaped like a rectangle. Responses may include a book, a table, sheets of paper. Describe and illustrate a triangle and ask for examples of articles that are shaped like a triangle. Responses may include the musical triangle, the point of a star, a piece of pie. Pupils will copy the geometric forms of the circle, square, rectangle, and triangle.	A felt board with the geometric forms cut in different colors. Ditto sheets for each pupil with the different shapes for him to color. Articles in the classroom which have geometric shapes. Sifo Coordination Board, four geometric shapes. SE-22217, Drago School Equipment and Supply, Miami, Florida.

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a list of the liquids and solids (ice, water, steam, fog, cloud, hail rain, frost, and dew) that are formed in the air, the pupil will differentiate the solids and the liquids by comparing: steam - water, ice - water, dew - fog, rain - hail. The comparisons will be made during specific climatic changes.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Conceptual skills 2. Academic skills 3. Occupational skills	SCIENCE	List and discuss forms of moisture in the air. Liquids: fog mist rain dew steam Solids: ice snow hail frost clouds	During seasonal changes the comparisons may be made. Winter: Ice or snow with water. Frost with snow. Spring: Fog with dew. Hail with rain. Summer: Rain with hail. Dew with water. Steam with water.

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a list of eight terms relative to space travel and current news clippings and photographs demonstrating the eight terms, the pupil will match at least six of the eight terms and the photographs as indicated by the incidents in the news clippings.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal skills 2. Academic skills 3. Social response to others	SCIENCE	Encourage the study of travel in space. Have pupils bring news clippings, pictures and other materials pertaining to space study: 1. Space 2. Pad 39-A (Lift-off) 3. Apollo 11 4. Lunar Landing 5. Cape Kennedy 6. Moon Mission 7. The Eagle 8. Un-docking 9. Neil Armstrong 10. Mike Collins 11. Edwin Aldrin	News clippings Visit Cape Kennedy Pictures of space ships Films: "A Space Trip to the Moon", FS 0113; "Growing Things", FS 0114; "The Story of Time", FS 0127.

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a series of pictures (star, sun, Big Dipper, moon, Earth) and a list of names for each picture (Mars, sun, Big Dipper, Venus, moon, Pluto, Earth), the pupil will select an appropriate name for for each picture as indicated.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual skills 2. Academic skills 3. Social skills 4. Auditory and visual form	SCIENCE	Discuss major features of the Universe: 1. The shape, size, and formation of the earth. 2. The earth is composed of land, water, and air. 3. Tell the shape of the globe. 4. Land constitutes one fourth of the earth's surface. 5. Discuss the term "horizon". 6. The earth's surface is constantly changing. a. By erosion b. By the weathering rocks c. By chemicals in the air d. By the splashing waves	Refer to previously state materials.

10. **GENERAL OBJECTIVE:** THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Given a picture of the moon and pictures of the constellations, the pupil will identify the "Big Dipper" by joining the dots in the figure ground and shapes of the stars.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visual acuity 2. Academic skills 3. Social maturity	SCIENCE	Bring to the class pictures of the moon, the constellations and other pictures of the Solar System. Discuss other planets. Name the planets. Compare the earth and other planets. Discuss the stars. The "Big Dipper". The "Little Dipper".	Current news clippings of the U.S.A. Space Program. Other material from the library pertaining to the study of planets.

10. **GENERAL OBJECTIVE:** THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Shown a film (FS 0106) entitled "A Walk in the Woods", the pupil will list at least four ways for proper care and conservation of animal life as listed in the film.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual skills	SCIENCE	Teach how we can conserve animals:	Tour animal preserves, fish hatcheries, and parks.
2. Social skills		Give proper care to animals.	Visit the zoo.
3. Academic skills		Protect valuable animals with preserves, zoos, and National Parks.	Visit Lion Country Safari.
		Be careful of life when camping.	Films: (County Curriculum Library) "Learning About Zoo Animals", FS 40; "Plant-Eaters and Bears", FS 40-1; "Big Cats, Monkeys and Reptiles", FS 40-2; "A Walk in the Woods", FS 0106.
		Replenish fish from fish hatcheries.	

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: When shown a film of animals, some domestic and some wild, the pupil will classify them into two distinct categories by answering five true and false questions correctly.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual motor skills 2. Auditory and visual acuity 3. Conceptual skills 4. Academic skills	SCIENCE	Science is concerned with helping the child understand his environment. Emphasis should be placed on the following: Living things Weather, climate, and seasons Travel in space The solar system Energy and machines The science table Teach about things that live. Discuss animals: Domestic animals Wild animals Fish Birds Snakes (reptiles) Amphibians Insects	A science table with colorful shells and rock, a clock, a bell, sandpaper, a sponge, soap, seeds, a magnet, plants, a live bird, a bird nest, ant bed, egg shells, and pamphlets. Books: Reading in Science Education for Elementary Schools, Marjorie Lerner and Edward Victor. Adventures in Science, Bailey, Baker, and Carpenter. The Wonderful World of Science, Warren Knox. (Books are in County Curriculum Library, West Palm Beach, Florida)

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Shown a film of domestic and wild animals and their contributions to society, the pupil will name two animals, one domestic and one wild, and list at least three of their contributions to man.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual skills	SCIENCE	Discuss the contributions made to man by animals.	Refer to films listed previously.
2. Social skills		Domestic animals contribute:	"Birds", FS 40-3.
3. Academic skills		food	"Underwater Animals", FS 40-4.
		work	
		clothing	
		companionship	
		guardianship	
		transportation of seeds	
		aid to plant growth by pollination	

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Shown a film of six animals living in their environmental settings, the pupil will describe orally: one animal, his environment, his type of home, and his natural habits.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual-motor skills 2. Auditory and visual acuity 3. Articulation 4. Conceptual skills 5. Social maturity 6. Academic skills	SCIENCE VOCABULARY	Discuss the environment of animals: 1. Land animals 2. Water animals 3. Land and water animals Compare habits of some of the animals: 1. Some animals travel in groups. Some animals travel alone. 2. Some animals hibernate. Some animals migrate. Compare types of homes: Some animals build their homes - 1. Most birds 2. Beavers 3. Burrowing animals Some animals live in open places - 1. In trees 2. In sheltered areas	Films: "Learning About Zoo Animals", FS 40; "Plant-Eaters and Bears", FS 40-1; "Big Cats, Monkeys and Reptiles", FS 40-2; "Birds", FS 40-3; "Underwater Animals", FS 40-4.

10. **GENERAL OBJECTIVE:** THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE: Shown five filmstrips and specimens displaying seasonal changes found in nature, the pupil will name four seasons and two types of clothing worn during the four seasonal changes.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual skills 2. Academic skills 3. Fluency and articulation	SCIENCE	Seasonal units. Weather changes of the seasons. Changes found in nature. Clothing we associate with each season. Winter: 1. Body and health. 2. Living conditions and how they are affected by weather changes.	Books: (County Curriculum Library) Outdoor Education, Cedi L. Garrison; Wood Working Projects for Elementary Grades, C. J. Maginley; In Our Lives, Alfred Stefferid.

10. GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO USE BASIC ACADEMIC SKILLS WITHIN THE PERFORMANCE LEVEL.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Asked to relate the importance of the sun to the universe, the pupil will state that all life depends upon the sun.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Conceptual skills 2. Academic skills	SCIENCE	The importance of the sun: a. All life depends on the sun. b. The earth rotates around the sun. c. The sun shines constantly. d. The sun is many light years from the earth.	Films: "North America's Changing Face", FS 57; "Ocean", FS 57-1; "Mountains", FS 57-2; "Water", FS 57-3; "Lakes", FS 57-4; "Caves", FS 57-5; "Geysers", FS 57-6; "Grass Lands", FS 57-7; "Deserts", FS 57-8.

11. **GENERAL OBJECTIVE:** THE PUPIL SHOULD IMPROVE HIS MEANS OF SELF-EXPRESSION.

TERMINAL BEHAVIOR: Given a situation in which the pupil is asked to write a declarative sentence using the proper capitalization and punctuation, the pupil will do so correctly, or when asked to write a question or exclamatory statement using the proper capitalization and punctuation, the pupil will do so correctly.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Academic Skills Perceptual-motor Development 1. Listening 2. Observing 3. Recall Language Development 1. Vocabulary 2. Fluency and encoding 3. Comprehension 4. Writing 5. Spelling	LANGUAGE ARTS 1. Language usage 2. Writing 3. Spelling 4. Vocabulary	The teacher will help the students develop experience charts. Use these to explain and to drill on proper punctuation and capitalization. Students will be asked to write a variety of statements about themselves. Vocabulary will be presented in advance.	Refer to previously listed materials. Continental English Series masters or individual books. Class chart and individual notebooks for copying experience stories. Individual worksheets on student's reading level.

11. GENERAL OBJECTIVE: THE PUPIL SHOULD IMPROVE HIS MEANS OF SELF-EXPRESSION.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When asked a question, the student will reply in complete sentences.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Self-acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity Language Development 1. Vocabulary building 2. Fluency and encoding 3. Articulation 4. Word attack skills 5. Oral comprehension	LANGUAGE ARTS 1. English usage (sentences and questions) 2. Writing complete sentences 3. Vocabulary 4. Spelling 5. Oral expression	Review material on sentence structure. Presentation of material dealing with sentences on all reading levels. Class discussion on language structure. Role-playing, simple parts stressing the importance of complete answers.	"Language Experiences in Reading", Teacher Resource Book, Level II, by Allen, Encyclopedia Britanica Press (Exceptional Child Curriculum Library) Continental English Series, masters or individual books. County adapted textbook for third grade English as a guide. Filmstrips on language construction. Chart Language Mastery Series, Grades 1-6.

11. **GENERAL OBJECTIVE:** THE PUPIL SHOULD IMPROVE HIS MEANS OF SELF-EXPRESSION.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When placed in a role-playing situation, the student will carry out the role using appropriate oral language.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social skills 2. Perceptual-motor development 3. Language development	LANGUAGE ARTS 1. Oral communication (sentences, vocabulary, articulation) 2. Reading (understanding the part to be played, important facts to be presented)	Stress the correct speech patterns for a variety of situations. The students and the teacher decide on types of speech patterns that are appropriate for situations. Teacher presents the vocabulary that will be used in the situations and explains its meaning. Students will write the words in their vocabulary books under the appropriate heading. (Vocabulary books should be established with words under headings such as: health, study, science, transportation, etc.) Discuss the parts to be presented. Each student should be aware of the type of character portrayed. Teacher presents to the players in each situation the important facts that should be presented.	A variety of role-playing situations, or events which can be used for these situations. Vocabulary listed under appropriate headings.

11. **GENERAL OBJECTIVE:** THE PUPIL SHOULD IMPROVE HIS MEANS OF SELF-EXPRESSION.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When given an opportunity for self-expression in creative activity, the student will attempt to produce an original product.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social skills 2. Perceptual-motor development 3. Language development	LANGUAGE ARTS 1. Oral language 2. Writing 3. Listening 4. Written language 5. Spelling 6. Vocabulary 7. Story telling 8. Creative writing 9. Reading for entertainment and ideas	The students will be asked to complete a story the teacher reads to them. The ending must show some logic, but, otherwise, is up to the student. The students will then have to finish a brief one paragraph story, writing the completion. Spelling and vocabulary of the stories will be presented beforehand. This will enable the students to create rather than worry about spelling. The teacher will also spell any word the child needs or offer a substitute word the child knows. The reading program will be for entertainment as well as for learning. The students will report on books they have read. (No special form other than title and author)	Short stories Wall chart for presenting stories that students will complete in written form. Overhead projector may be used with the story already on the transparency, but with the ending covered. See which student comes closest to the ending the author had in mind. Pictures of people, places, and events which can be built on for a story line.
	FINE AND PRACTICAL ARTS 1. Art construction 2. Material usage 3. Wood construction 4. Carving 5. Casting 6. Drawing 7. Color usage	Arts program will be self-explanatory. Even using pre-cast or designed materials leaves room for creativity in color and usage. Teacher will present work problems in conjunction with the study of workers in the community. With each position mentioned, the teacher should present a work problem that might happen in that work situation. The students will have to determine a solution. This can also be done in the story completion form of work.	Art materials depending on the procedure. The most basic materials are: clay, plaster, Cellu-Clay (which is ground paper-mache which is workable like clay yet hardens like plaster), yarns, paint, etc.
	OCCUPATIONAL EDUCATION 1. Solving work problems 2. Thinking through work procedure	Teacher states the problem allowing the student to finish the story. On the most basic level, the student should be given a selection of completions to the problem choosing the best or most logical one to him. This will lead to class discussion. Students are presented with pictures of differing scenes which they explain.	

12. **GENERAL OBJECTIVE:** THE PUPIL SHOULD SHOW AN AWARENESS OF THE RESPONSIBILITIES AND BENEFITS OF CITIZENSHIP.

BEHAVIORAL OBJECTIVE: When given encouragement to display a feeling of loyalty and respect to his country, the pupil will demonstrate such feelings by learning and giving the pledge to the flag.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills	SOCIAL STUDIES	Encourage a feeling of loyalty and respect by:	The Red Skelton record on "The Pledge of Allegiance"
1. Social acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity	LANGUAGE ARTS	Giving the pledge to the flag in the classroom and periodically reviewing: 1. The reason for giving the pledge. 2. The colors of the flag and what they symbolize. 3. The stripes and what they represent. 4. The number of stars and what they represent. 5. The correct pronunciation and the meanings of the words of the pledge. Singing one patriotic song each morning.	Filmstrip #70 "Story of the American Flag" (Exceptional Child Curriculum Library) Magazine pictures concerning the flag for a bulletin board display. Vocabulary list of new words learned in the pledge. To Be A Good American, Books 3 and 4, Margaret W. Hudson and Ann Weaver, Pacemaker Books, Palo Alto, California.

12. GENERAL OBJECTIVE: THE PUPIL SHOULD SHOW AN AWARENESS OF THE RESPONSIBILITIES AND BENEFITS OF CITIZENSHIP.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When asked to do so, the pupil can perform or tell about some incident which would identify him as a good citizen, such as having done a kindness for some animal or some person.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity	SOCIAL STUDIES LANGUAGE ARTS	Discussion: Various rules of the room, school or playground. Need for having rules. Bulletin board displays of the role of the good citizen at home, in the school, in the community. Discuss such practices as kindness to animals, care of personal and public property, being kind and considerate of others. Make posters or scrapbooks of above. Write lists of room, school, playground or traffic rules. Role-playing. Dramatization.	Boy and Girl Scout Manuals. Filmstrips on good citizenship on the elementary level (Palm Beach County Audio-Visual Center). Filmstrip FS 5f, "Citizenship, Safety and Health", Exceptional Child Curriculum Library. Collection of magazine pictures displaying acts of good citizenship. Good Citizens, Good Neighbors, Primary Book by Ruth Dudley, Melmont Press, 1957.

12. **GENERAL OBJECTIVE:** THE PUPIL SHOULD SHOW AN AWARENESS OF THE RESPONSIBILITIES AND BENEFITS OF CITIZENSHIP.

BEHAVIORAL OBJECTIVE: Given a situation in which a group votes to select something (name, activity, or idea) the pupil votes only once and after tabulation names the winning name or activity as a result of the majority rule.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity Language Development 1. Vocabulary building 2. Fluency and encoding 3. Articulation Conceptual Skills 1. Comparison concepts 2. Arithmetic process of addition	SOCIAL STUDIES LANGUAGE ARTS ARITHMETIC 1. Counting votes 2. Comparison-most votes, least votes	Discussion: 1. Factors to be considered in selecting a person to represent the class. Example - serve on safety patrol. 2. Responsibilities in being selected. 3. What election means. 4. Parents' responsibility at election time. Write and read: 1. Ballots made by pupils. 2. Names on ballots. 3. Tally votes. Discuss: Duties, responsibilities and behavior expected 1. In the classroom 2. In the school 3. In the home 4. In public	Refer to previously listed materials. Vocabulary list of new words learned: ballot nominate elect vote duty duties citizen citizenship responsible responsibilities To Be A Good American, Book 3, Margaret W. Hudson, and Ann Weaver, Pacemaker Books, Palo Alto, Calif.

12. GENERAL OBJECTIVE: THE PUPIL SHOULD SHOW AN AWARENESS OF THE RESPONSIBILITIES AND BENEFITS OF CITIZENSHIP.

BEHAVIORAL OBJECTIVE: Given material on being a good citizen of the state and asked to name ten services from which they might be able to derive benefits, the pupil will be able to name at least eight of them. (Material discussed in methodology.)
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills 1. Social acceptance 2. Anticipatory response 3. Value judgments 4. Social maturity Language Development 1. Vocabulary building 2. Fluency and encoding 3. Articulation	SOCIAL STUDIES LANGUAGE ARTS	Introduce this topic by stating something to this effect, "You have learned that to be a good American, you must first be a good member of your family, your neighborhood, and your community. But you are also a citizen of a state. You must learn all you can about your state. To be a good American, you must learn how to be a good citizen of your state." Discuss the following topics: 1. What is a state? 2. Your state constitution. 3. Your state legislature. 4. Your governor. 5. Your state courts. 6. Your state capital. 7. Voting in state elections. 8. State taxes and fees. After discussing each of the above, try to have pupils help you list on the chalkboard ten services which the state provides that they are now deriving or will be able to derive benefits from. Example: 1. Provides for a state constitution. 2. Provides for a state legislature where the laws are made. 3. Provides for a governor whose duty it is to run the state government. 4. Provides for the state courts that make sure the laws passed do not go against the constitution. 5. Gives help for better community schools. 6. Builds roads and highways and keeps them in good condition.	To Be A Good American, Margaret W. Hudson and Ann Weaver. Vocabulary lists for word study. Films: "Community Governments and How They Function", Coronet Films; "Political Parties", Encyclopedia Britanica; "Understanding the Law", Encyclopedia Britanica. Also show films of Florida, Audio-Visual Center, Pal Beach County. Newspaper clippings Magazine articles Bulletin board displays

12. **GENERAL OBJECTIVE:** THE PUPIL SHOULD SHOW AN AWARENESS OF THE RESPONSIBILITIES AND BENEFITS OF CITIZENSHIP.

BEHAVIORAL OBJECTIVE: Given material on being a good citizen of the state and asked to name ten services from which they might be able to derive benefits, the pupil will be able to name at least eight of them. (Material discussed in methodology.)

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		7. Builds and staffs hospitals and rest homes. 8. Keeps a state-wide police force. 9. Protects natural resources, fruits, water, minerals, and such things. 10. Hires people to look after the state money. 11. Makes the rules for voting in state elections of all kinds. 12. Provides for better state education via state universitites. All of this can be enlarged by role-playing, the making of booklets, bulletin board arrangements, and charts.	

13. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE AN INCREASED INTEREST IN A VARIETY OF LEISURE TIME ACTIVITIES.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given strips of newspaper, and clothes hanger and other materials, the pupil will construct a papier-mache animal.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills	FINE AND PRACTICAL ARTS	Teacher makes samples of papier-mache' animals.	Newspapers
1. Social maturity		Permit the pupil to make decisions regarding his project.	Clothes hangers
			Wallpaper paste
Perceptual-Motor Skills		Help the pupil create an awareness of how the project should look when completed.	Paper towels
1. Visual-motor, fine-motor coordination		Plan adequate "clean-up" time to follow the work period.	String
		Papier-mache Technique	Tempera paints
		"Preparation For Art" page 292-293	Brushes
		Take home the finished products.	
			McFee, June K., Preparation for Art, Wadsworth Publishing Co., 1967
			Linderman and Herberholz, Developing Artistic and Perceptual Awareness Wm. C. Brown Publishing Co. 1964

13. GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE AN INCREASED INTEREST IN A VARIETY OF LEISURE TIME ACTIVITIES.

BEHAVIORAL OBJECTIVE: Given a detail map of the area in which the student lives that contain sheets and avenues, by name the student will identify at least four locations where community leisure time activities are available. YMCA, YWCA, Boys Scouts Girls Scouts, Zoo, Movies, Swimming class, Museum.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills	LANGUAGE ARTS Reading Writing	Discuss community leisure time activities; such as; YMCA, swimming class, playground events, etc.	Obtain pamphlets from the various community facilities for the class.
1. Social Acceptance		Display announcements of community leisure time activities.	Pulil and teacher make a map to show the location of places where community leisure time activities are available
2. Anticipatory response	MATHEMATICS	Display pictures to illustrate leisure time activities such as fishing, hiking, etc.	
3. Value judgment	FINE AND PRACTICAL ARTS	Make a simple map to show the location of places where community leisure time activites are available.	Clock
4. Social Maturity		Read and write announcements.	Pupils bring magazines to class.
		Read and write a list interesting events.	Physical Education and Recreation, Workshop for Mentally Retarded, Ex. Child Library
		Write and read rules for play-ground activites	
		Use a clock to show opening and closing time of facilities.	
		Discuss the cost and fee in clubs and organizations.	
		Visit community facilities where leisure time activity takes place.	
		Make scrapbook of pictures illustrating some of the leisure time activities and facilities available in the community.	

13. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE AN INCREASED INTEREST IN A VARIETY OF LEISURE TIME ACTIVITIES.

BEHAVIORAL OBJECTIVE: Given a sheet of drawing paper, the pupil will draw at least four pictures of leisure time activities in which families can participate.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills	LANGUAGE ARTS Reading writing	Have pupils tell the class about different leisure time activities their families enjoy.	Drawing paper Crayons Scissors
1. Social acceptance 2. Value judgment		Have pupils tell the role they play in selecting, planning and carrying out leisure time activites in the home.	Paste Pupils bring old magazines to cut out pictures.
3. Social maturity	FINE AND PRACTICAL ARTS	Draw pictures of family leisure time.	
		Show films of families engaged in leisure time activities.	Films and Filmstrips, Palm Beach County library, Ex.Child Library
		Teacher reads stories of family leisure time activities.	Music for Elementary Stories
		Make a scrapbook of pictures showing the kinds of leisure time activities in which the family can participate.	
		Learn songs which can be sung by the family group.	Physical Education and Recreation, Workshop for Mentally retarded, Ex. Child Library
		Write sentences for their drawings.	

13. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE AN INCREASED INTEREST IN A VARIETY OF LEISURE TIME ACTIVITIES.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given the opportunity to explore magazines and books in the library, the pupil will select a book to read during his leisure time.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skill	LANGUAGE ART Reading	Visit the school's and city's library and borrow a book.	Dr. Seuss Series Aesop's Fables
Academic Skills		Discuss: 1. Factors in selecting books, magazines and newspapers	
		2. Members of the family sharing magazines.	The Macmillan Reading Spectrum
		3. Favorite books	Dolch's Basic Vocabulary
		Read 1. Teacher read a book to children.	Pleasure Reading Series
		2. Comic strips.	
		3. Newspaper article related to interest or units in which children are engaged	(Use other books in the school's library)
		Make a chart for keeping a record of books read by children.	Magazines Life Saturday Evening Post
		Have a room book fair, i.e., each child bring his favorite book for the display	
		Have a book display from library.	

13. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE AN INCREASED INTEREST IN A VARIETY OF LEISURE TIME ACTIVITIES.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given television and radio guides containing ten programs that the student has indicated he enjoys, he will identify at least six of the programs by stating the time period and channel indicated by the guide.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
Social Skills	LANGUAGE ARTS 1. Reading	Examine television and radio guides with the children.	TV Guide
1. Anticipatory response	2. Writing	Have pupils tell the program they like best.	Radio Guide
		Write and read a list of favorite TV or radio programs.	ITV Guide
2. Value judgment		Write and read names of athletes or TV actors.	Newspaper
3. Social Maturity	FINE AND PRACTICAL ARTS	Collect pictures of TV personalities.	Clock
	MATHEMATICS	Prepare a bulletin board display of TV or radio programs.	Pupil-Teacher make a list of favorite TV or radio programs.
		Pantomine TV or radio actors.	Pictures of Television personalities
		List the hour and day of programs viewed.	
		Watch educational TV.	Make chart of hour and programs that they view.
		Use a clock for telling time.	
		Experiences, for example: Time of their favorite TV or radio program.	

16. GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE THROUGH EXPLORATION A POSITIVE ATTITUDE TOWARD THE VALUE OF ALL VOCATIONS.

BEHAVIORAL OBJECTIVE: Given a specific direction on how to read four sources of general information offered in the newspaper and the telephone directory, the teacher will require the pupil to list at least three sources of information and name three specific types of information obtained in each.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Self-awareness	SOCIAL STUDIES	Give specific directions on how to read the following:	Newspaper headlines
2. Auditory and visual acuity	1. Academic skills	1. Newspapers	Weather map and table
	2. Occupational skills	a. Headlines	Classified Ads from local papers
		b. Weather	Telephone Directory
		c. Want Ads	Bus schedule
		2. Telephone Directory	A city map
		a. Alphabetical listings	
		b. The Yellow Pages	
		c. The telephone dial	
		3. Read the following:	
		a. City map	
		b. Bus schedule	
		c. Clock or watch	
		d. Traffic signs and signals	

14. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE THROUGH EXPLORATION A POSITIVE ATTITUDE TOWARD THE VALUE OF ALL VOCATIONS.

BEHAVIORAL OBJECTIVE: After a discussion of terms used in employment, the pupil will be given a list of eleven terms used in employment. The pupil will define ten terms and use at least eight terms correctly in sentences.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal skills 2. Academic skills 3. Occupational skills	SOCIAL STUDIES LANGUAGE ARTS OCCUPATIONAL EDUCATION	Understand the meaning of the following terms: 1. hired employee employer part time full time vacation sick leave pay day bonus check volunteer 2. mannerly cooperative respectable acceptable behavior assumes responsibility	TR. 14 "Permission for Employment" TR. 15 "I Want to Keep My Job"

14. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE THROUGH EXPLORATION A POSITIVE ATTITUDE TOWARD THE VALUE OF ALL VOCATIONS.

BEHAVIORAL OBJECTIVE: Upon requesting the pupil to name ten occupations in his community, the pupil will identify occupations in his community by role-playing the characters of the participants of at least ten specific services in his community.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual-motor skills 2. Conceptual skills 3. Occupational skills	SOCIAL LIVING 1. Academic skills 2. Occupational skills 3. Social skills	Place emphasis on the study of the following topics: 1. The citizen as a worker and social being getting along in the neighborhood. 2. The people through whom we gain enrichment: a. The neighborhood clubs b. Friends in the neighborhood c. Neighborhood helpers - Storekeeper Fireman Doctor	Books from County Curriculum Library. Films: FS 0129 "Major Cities of the South" FS 0108 "Living in a Machine Age" FS 0143 "On the Street" FS 0143 - C. "The Waitress" E. "How to Use a Checkbook" F. "The Variety Store" G. "The School Cafeteria Worker" H. "The Nurses' Aid" I. "The Gas Station" FS 973.21 "A Country Store" FS 973.1 "Eye Gate Films" FS 3. "The Mother Goose Village Newspaper" FS 6. "The Mother Village Lake and Police Station" Occupational Materials Filmstrips: FS 331.7A "Occupational Education" FS 331.7B "Stocker in a Supermarket"

14. GENERAL OBJECTIVE: THE PUPIL SHOULD DEMONSTRATE THROUGH EXPLORATION A POSITIVE ATTITUDE TOWARD THE VALUE OF ALL VOCATIONS.

BEHAVIORAL OBJECTIVE: Upon requesting the pupil to name ten occupations in his community, the pupil will identify occupations in his community by role-playing the characters of the participants of at least ten specific services in his community.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
			FS 38 "Transportation" FS 38.1 "A Liner in Port" FS 38.2 "The Work Ships Do" FS 38.3 "Ships Large and Small" FS 38.4 "Going to See"

14. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE THROUGH EXPLORATION A POSITIVE ATTITUDE TOWARD THE VALUE OF ALL VOCATIONS.

BEHAVIORAL OBJECTIVE: When requested by the teacher to name four of the seven private facilities of enrichment presented in a given filmstrip, the pupil will name at least four of them.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual skills	SOCIAL STUDIES 1. Academic skills	Emphasize facilities through which we gain enrichment.	FS 7. "Mother Goose Village Post Office"
2. Social skills		Kinds: a. Private movies, clubs, bowling, billiards	FS 8. "Mother Goose Village Fire Station"
3. Occupational skills	2. Occupational skills	b. Schools, churches, libraries	FS 9. "Mother Goose Village Television Station"
	3. Social maturity	Techniques for evaluating (understanding of cooperation):	FS 93 "Why Have Good Manners?"
		a. Pupil-to-teacher relationships	
		b. Pupil-pupil relationships	FS 95 "Good Manners When Visiting"
		c. Pupil-to-home relationships	FS 100 "Good Manners on the Street and in Public"
		d. Pupil-to-community relationships	
			FS 101 "Good Manners at School"
		Tour neighborhood facilities.	Filmstrip Projector
		Observe people at work.	Screen
			(The above may be obtained from County Curriculum Library, West Palm Beach, Florida)

14. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE THROUGH EXPLORATION A POSITIVE ATTITUDE TOWARD THE VALUE OF ALL VOCATIONS.

BEHAVIORAL OBJECTIVE: Shown a transparency (No. 4-8) entitled, "Application Blanks," the pupil will complete one practice blank which is applicable to his performance level by writing his name, address, date of birth, age, city of residence, and Social Security Number.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual skills	SOCIAL STUDIES	Write on paper the following:	Transparencies (Exceptional Child Library, West Palm Beach, Florida)
2. Academic skills	1. Perceptual skills	1. Name and address	
3. Occupational skills		2. Social Security Number	TR. 4-1 "I Want a Job"
	2. Academic skills		TR. 4-2 "Birth Certificate"
		Complete the following blanks:	TR. 3-5 "Social Security Card"
	3. Occupational skills	1. Employment application	
		2. Withholding forms	TR. 4.6-7 "Where Can I Go to Find Out About a Job?"
		Write the following:	TR. 4-8 "What is an Interview"
		1. Personal letters	TR. 4-13 "Work Permits and Health Certificates"
		2. Simple notes	
		3. Answer a "Want Ad"	
		4. Record telephone numbers	

APPLICATION BLANKS

INTERMEDIATE

14. **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE THROUGH EXPLORATION A POSITIVE ATTITUDE TOWARD THE VALUE OF ALL VOCATIONS.

BEHAVIORAL OBJECTIVE: Given the opportunity to study four basic hand-tools and the safety factors involved, the pupil will name orally at least three hand-tools and discuss the use of each.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Personal skills 2. Academic skills 3. Occupational skills	SOCIAL STUDIES ACADEMIC SKILLS OCCUPATIONAL EDUCATION	Teach the use of the four basic hand-tools and safety factors involved: 1. screw driver 2. wire pliers 3. hammer 4. wrench Understand safety factors in employment. 1. Accept instructions and criticism. 2. Have pleasing personality. 3. Follows instructions. 4. Completes job. Relationships with employees: 1. Person-to-person 2. Shares tools 3. Shares lunch	"Four Basic Tools" 1. wrench 2. hammer 3. wire pliers 4. screw driver

14 **GENERAL OBJECTIVE:** THE PUPIL SHOULD DEMONSTRATE THROUGH EXPLORATION A POSITIVE ATTITUDE TOWARD THE VALUE OF ALL VOCATIONS.

BEHAVIORAL OBJECTIVE: **TERMINAL BEHAVIOR:** Given the opportunity to study four basic hand-tools and the safety factors involved, the pupil will name orally at least three hand-tools and discuss the use of each.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		Interdependence of the individual and the group: 1. Health habits 2. Safety habits Relationships with organizations: 1. Knowledge of unions 2. Initial fees 3. Dues 4. Benefits Abiding by Regulations: 1. Hours 2. Scale of wage 3. Obedience to directions 4. Report violations	